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THE PENNSYLVANIA SCHOOL JOURNAL.

VOLUME XXXII.

That which makes a good Constitution must keep it, viz.: men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth.—WM. PENN.

E. E. HIGBEE, EDITOR.

LANCASTER, PA.
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Extract from a Letter to his Daughter.

I WANT to tell you a secret. The way to make yourself pleasing to others is to show that you care for them. The whole world is like the miller of Mansfield, "who cared for nobody—no, not he—because nobody cared for him;" and the whole world will serve you so if you give them the same cause. Let every one, therefore, see that you do care for them, by showing them what Sterne so happily calls, "the small, sweet courtesies of life,"—those courtesies in which there is no parade, whose voice is too still to tease, and which manifest themselves by tender and affectionate looks, and little, kind acts of attention—giving others the preference in every little enjoyment, at the table, in the field, walking, sitting, or standing. This is the spirit that gives to your time of life and to your sex its sweetest charm. It constitutes the sum-total of all the witchcraft of woman. Let the world see that your first care is for yourself, and you will spread the solitude of the Upas-tree around you, and in the same way, by the emanation of a poison which kills all the kindly juices of affection in its neighborhood. Such a girl may be admired for her understanding and accomplishments, but she will never be beloved. The seeds of love can never grow but under the warm and genial influence of kind feeling and affectionate manners. Vivacity goes a great way in young persons. It calls attention to her who displays it, and, if it then be found associated with a generous sensibility, its execution is irresistible. On the contrary, if it be found in alliance with a cold, haughty, selfish heart, it produces no farther effect, except an adverse one. Attend to this, my daughter: it flows from a heart that feels for you all the anxiety a parent can feel, and not without the hope which constitutes the parent's highest happiness. May God protect and bless you!

William Wirt.

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I can leave you
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever,
One grand, sweet song.

Chas. Kingsley.

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THE BEAUTIFUL IN NATURE, IN ART, AND IN LIFE.*

BY ALEXANDER WINCHELL, LL. D.

WHATSOEVER is true is beautiful; whatsoever is good is beautiful; whatsoever is beautiful is *both true and good.* The world is delightful because it is beautiful,—not because it yields us food and raiment, warmth and ease. Science and philosophy delight us, not because they afford us knowledge, but because the true in the world external to the soul attunes so beautiful a harmony with the soul itself. The truths of science and philosophy we apprehend and utilize; it is the beauty and sublimity of the truth which we enjoy. The sight of spotless virtue, or of a great and noble deed, sends through the heart a thrill of pleasure; but not because some benefit comes to the world; it is because there is something in the human soul which stirs in sweet response to a thing which is sweetly and grandly good.

How large a volume of pure enjoyment is conferred upon man in the existence of the beautiful! The beautiful seems created for no other purpose than the enhancement of the happiness of sentient beings. Blot out of existence all which appeals simply to the æsthetic sense, and we should still live, and eat, and think, and worship,—but how would the rewards of thought and worship shrink in our esteem! Erase from the soul the power to discern the beautiful, and the result would be the same. The sky,—blue, serene, immaculate,—would no longer awaken an emotion. The distant star would send its ancient light to eyes leaden as those of the hound upon the porch. The exquisite colorings of violet and rose; the universal bloom of spring; the fire in the sunset cloud; the spirit hum of the breezy forest; the many-voiced chorus of morning birds; the dark green depths of the ocean, brooding over the wrecked argosies of a human race,—these all would be mere plain facts to apprehend, not inspirations on which to soar. The cloud might water the scorching crop without diffusing a radiance of supernal light from its brow, or hanging the love-tinted bow upon its bosom. The hill-side stream might convey its comfort to the thirsty beast without making all the air vocal with a music which causes the human heart to leap for joy. Man would be able to subsist without pansies, and mocking-birds, and rainbows, and stars. If every object were brown and square to the visual sense, if every taste were bitter as aloes, and every sound the grating of a file, and every fragrance the fetor of putrescence, man would still be able to live; family relations might subsist; science might not become extinct, and religion might linger as a sapless tree in a rainless clime.

But such a world is not ours. Such a world does not exist. God loves beauty,

* Commencement Address at a Female College.

and because he loves it he has made everything beautiful, and because we are like God we love it, and participate in his happiness.

The beauty which fills the world is as abundant and as free as the sunlight,—nay, sunlight and starlight in all their infinite wanderings are the very vehicles of beauty to every world and to every intelligence. There is no monopoly of the world's beauty, —no preëmption,—no petty sovereignty to curtail the absolute rights of every intelligence to enjoy it. You cannot destroy it, you cannot conceal it. Even destruction and death put on hues of beauty, and stir our souls with exquisite emotions. There is none so poor that he is not a proprietor of the world's beauty; none so unlearned that he does not understand and discern and enjoy the beautiful. The beauty which blesses life does not depart when sunlight retires behind the mountain, and leaves the voiceless stars glinting down, like Raphael's cherubs from the casements of heaven; nor when the blazing sun arouses us to the labors and cares of real life, with the sights and sounds of the landscape to cheer us, or the tender evidences of some beautiful love to kindle a heaven in our hearts. Not when our eyes are closed,—even with the seal of blindness,—can we be robbed of all the beauty of the world; for love, which so often enters through the eyes, will find some other avenue to our souls; and the mind's eye will not be blind, but will contemplate the serene beauty of truth: and the eye of religious faith will even grow clearer, and the strings of the soul will become more perfectly attuned to the influences of heaven, and the whole nature will be pervaded by a harmony which is both music and light. Nay, when we pass from the light of the heaven of stars, do we not enter the light of the serener heaven of blessed spirits?

The world has been made beautiful to make man happy, and art is the translation of the world's beauty to man's intelligence. The soul, with its wonderful play of faculties and its consummate system of inter-actions with the material world, has been made beautiful, to attract us to the study of it and affiliate us to our heavenly Father. Virtue has been made beautiful because we possess a capacity of admiring and seeking virtue, and we have been gifted with this capacity to stimulate us to the encouragement and the practice of virtue. The genial light of love irradiates our households, not to lure us to the service of the individual or the race, but to make such service tributary to our happiness.

Shall we not attempt to secure some glimpse of the nature of beauty,—the sources of beauty, and the faculties by which we apprehend the beautiful? Far from us be the phrases of metaphysics and the subtleties of the schools. I think the nature of æsthetic perception is exposed to common sense. There are ideas of reason,—thoughts, ideals, models of the beautiful uncreated,—ideas of order, harmony, fitness, symmetry, unity of plan. We cannot define them or describe them. The more we attempt to bring them forward into consciousness, the more fugitive they seem; but we know such ideas, principles, rules or standards are there,—in reason. Then the forms or relations of things, or attributes of characters or lives, come to our knowledge,—this is an exercise of the understanding. Next, judgment compares these cognitions of the understanding with the imperishable ideals in the reason, and pronounces an agreement or disagreement of the objects with those standards or criteria of the beautiful. Lastly, if the judgment affirms a conformity of the object with the standard of beauty, a peculiar sensibility is awakened which gives us pleasure; if it is a disagreement affirmed, the sensibility is painful. This sensibility is the æsthetic feeling, and this is the only thing in the complete process of æsthetic perception which is peculiar. The beautiful thing is cognized in the same way as a mathematical figure is cognized. It is compared with a primary datum of reason by the same faculty as makes comparisons in other cases; and the rational element is simply one of the body of regulative principles which tacitly, and with most persons, unconsciously, control all thinking. The feeling only is peculiar. This, however, is immutably distinct from every other power of the soul, and proclaims a purpose of the Creator to correlate man with the beautiful with which he has garnished the world of forms, the world of thoughts, and the world of feelings.

Let this suffice for a search after the faculty by which we seize hold of these glorious gifts of God. Let us see if we can ascertain what the beautiful is. If we are unable to define it, we may certainly discover where it resides, and how varied are the circumstances under which the beautiful unveils its face.

High authorities have arranged the appropriate themes of philosphical research under the three categories of "The True, the Beautiful, and the Good." These, it is thought, cover the whole ground. There is

reason in such an analysis; but I, who am not a philosopher, shall venture to deny that anything can exist which is beautiful only. The very conception of the beautiful is inseparably coupled with the conception of the good. You feel it absurd to affirm the possibility of a beautiful thing which does not confer a happiness.

A thing of beauty is a joy forever.

So of the true. Contemplate it as a thought to which some reality corresponds. Here is a harmony between the ideal and the actual which, like all harmony, awakens an emotion of pleasure. It is beautiful. The true is beautiful.

Think of the spotlessness of infancy. It is a character perfectly coördinated with our idea of innocence. We apprehend the beauty of the moral harmony, and experience delight. The good is beautiful.

Think of anything beautiful—a beautiful statue. Being beautiful, it conforms to the the standard of beauty existing in reason; it is therefore true. The beautiful is true. In being beautiful, it awakens delightful emotions and confers happiness. It is so far good. But that true beauty which inculcates, by example, fidelity to a divine idea established in reason, is a moral influence. The beautiful is morally good.

It is impossible, then, to contemplate the beautiful abstracted from the true and the good. Everything ordained to exist discloses the beautiful in ever-varying guise. We must range through the universe, and note where this spirit from heaven has made her dwelling-places.

First, there is *physical* beauty—the beautiful in visible things. Nature is beautiful. In every realm and in every element, the æsthetic sense is feasted on a luxuriance of forms, and colors, and relations, in which beauty is superadded to provisions which seem to occupy the primary place. We find nothing which is useful alone; ornament, grace, coloring, finish, are lavished everywhere. The variety in nature's beauty is not less striking than its universality. It amazes us with its vastness; it confounds us with its minuteness. It is the beauty of supernal and infinitely blended colors; the serene majesty of uplifted mountains, carrying thought to the very heaven with their pinnacled summits, and to the very heart of the earth with their deep-rooted bases. Nature's beauty is as exquisite as it is universal and varied. The completeness of nature's attempts at beauty is consummate. Here are no signs of limitation of skill, or taste, or power. Scan the finest work of a human artisan, and beyond a certain limit you detect its imperfections. You gauge and measure the possibilities of his skill. But subject the workmanship of nature to a similar scrutiny, and you discern an astonishing contrast in the perfection of details. Every minutest line and feature is as exquisitely executed as the principal ones. Apply the microscope, and penetrate deeply the infinitesimal parts; to the utmost limit of your scrutiny, the same perfection of finish continues; and when you desist from the search for a measure of nature's skill, you leave your task convinced that the same careful and beautiful workmanship continues on and on, down through the ranks of the infinitesimals, beyond the power even of reason or imagination to penetrate.

Lift up your eyes on one of nature's landscapes. We transport ourselves in thought to Switzerland—the land of lakes and glaciers and needled mountain heights. We seat ourselves upon a shaven lawn. Behind us, in retreating order, are flower-pots and trained shrubbery, and proudly ancient oaks; and from the midst of the verdure rises dazzlingly the balconied and majestic château of a Rothschild—a banker king. In front of us is a panorama such as no eye can rest upon without a regeneration of heart. The grassy turf descends till it loses itself in the dark forest, on whose tufted summits we look—over whose summits we look—to the lake of Geneva, with waters as blue as the sky which bends over it, and as serene. Far along, to right and left, this obverse of the summer sky sends up its celestial sheen, and we seem almost to place our feet upon the floor of heaven. Beyond is the shining, grass-bordered shore, in the rear of which the rounded forms of a young forest uprise in expanding succession, till the plain is all a-bubble with emerald swells. Toward the left, the dark, straight back of the neighboring Voirons rises up to bound the plain, and project a line along the soft expanse of the sky. Toward the right the plain is strewed with the fields and villas and suburban seats which skirt the charming city that crouches behind the forest screen erected this side of the lake; while beyond the suburban landscape rise the Great and Little Salève, whose parallel courses of mountain masonry may be satisfactorily studied by the young geologist from the window of his school-room in the city.

Directly in front are the chief objects of the picture. The Voirons and the Salève approach each other in the distance. Through the interval which separates them the green

and dusky mountain-tops emerge in succession into the upper air, and the massive Môle lifts its pyramidal form highest of all from their midst. Beyond the dark-swelling mountain-tops—beyond the Môle—rises the stupendous form of Mont Blanc—his snow-wreathed crown and glacier-mantled shoulders radiant as the glory of heaven in the afternoon sunlight. * * * From grassy bank and mirror lake to rock-ribbed hills and Alpine domes glistening in the splendor of eternal snows, what an array of beauty is here! What a range of beauty is here! And to this array of natural beauty is added the associated interest which clusters all about this paradisiacal valley and lake. Near this spot, at Ferney, is the picturesque villa of Voltaire. At the left extremity of the lake is the mediæval castle of Chillon, redolent of historic lore, and preserving still the footmarks of the chained prisoner, Bonnivard, worn in his dungeon's stony floor. At the right extremity of the lake is Geneva—the city of Cavin, and Servetus, and Rousseau; and directly across the lake is Deodati, once the residence of Byron, whose stormy genius wrestled with the lightnings which leaped from the peaks in the rear, while he heard

> Jura answer from her misty shroud
> Back to the joyous Alps, who call to her aloud.

Or, let us ascend the cliffs which break the ocean surges at Nahant, and look down upon the towering billows as they roll upon the shore frothing with rage and sending up a continuous roar along the beach, or howling in the windings of the long clefts which split the beetling escarpments of rock.

Or, let us ride upon a ship at sea, when sunset gleams illumine the summer sky, and the phosphorescent fires mark the trail of the vessel till it blends with commmingled sea and heaven. The brave ship rises and sinks with the dying swell of yesterday's storm, and steams onward toward her port. There is no sound in heaven or earth, but that which ascends from our little world. The infinite depths of space are populous but voiceless. The unsearchable depths of ocean are populous also, and voiceless. There disport the mute monsters whose dominion has never yet been invaded by man. There swarm the microscopic inhabitants, whose tiny structures are as studiously and tastefully elaborated as if each were to be exhibited at the world's millennial exposition. There pass to and fro the unspoken messages which weave the web that binds the continent in amity. * * * But let the winds arise from their slumbers. * * * Midnight drops her murky mantle on the deck. The sea rolls and heaves and groans in an agony. Fierce spirits of the air howl among the cordage, and flap their rain-soaked pinions against the fluttering shrouds. The good ship leaps in air, then plunges with a groan beneath the curling, angry lip of a wave. The water boards the deck, and again retreats from the well battened hatchway. The flashes of an angry heaven make visible the tumult of sea and ship, and the threatening thunders, louder-voiced than the terific howl of the waves, descend upon the terror-stricken inmates of the cabin. Terrible, but glorious, is the storm at sea. The man who remembers a storm in mid-Atlantic possesses a fortune of æsthetic and moral influences.

Such beauty, such sublimity, are spread over land and sea to awaken the æsthetic sense and ensphere us in a medium of inspiration and joy. Happy is he who is sensitive to the myriad revelations of beauty which blossom from land and sea and sky. Were no other reward of culture attainable all our pains would be compensated in a spirit trained to interpret nature and drink the inspiration of her beauty. Hear what one of the acknowledged ornaments of your sex is reported to have said of the beauty of the world: "To me it seems as if, when God conceived the world, that was poetry; he formed it, and that was sculpture; he varied and colored it, and that was painting; and then, crowning all, he peopled it with living beings, and that was the grand, divine, eternal drama."

The beauty of humanity is another sort of physical beauty. It is bathed, however, and suffused and lighted, in its full development, by beauty of soul. There is no presence which mute and motionless speaks with such subduing power as the human mien. In its different moods, as terrible as the stormy sea, or as placid as the summer lake, or fathomless and suggestive as the blue depths of the sky. Here is my dark-eyed boy in his fourth summer; look on him in sleep; in outline what a masterwork of the divine artist; but within the gracefully chiseled form is all the mystery and the beauty of life warming his tinted skin, throbbing visibly through all his frame. * * * Now his lids are parted; those dark eyes look out from the land of the spirit—avenues to a mysterious world—a depth too deep for even imagination to explore. Oh, who has not gazed into those deep, melting, trustful eyes of childhood, and tried to penetrate their soft, bewitching, spiritual haze?

There is a light and warmth of heaven in them still, and I feel it, and I sigh to think the fire of heaven is destined to be smothered by the ashes of a mortal life. I could worship as well as love the boy, for I feel that he is yet a divinity.

I know not whether the spiritual is so inseparably blended with the material in man that it becomes impossible to contemplate beauty of form apart from the beauty of the informing spirit; but I am of the opinion that the perfect human figure is the most beautiful blending and interfusing of lines of beauty which nature has ever produced. An ascetic theology may affect to despise the body,—may even learn to contemn it with profane and lamentable sincerity, but it is the workmanship of a divine artist, which he has pronounced suited to be the casket of his own likeness. I would not dare yield to the Greek in admiration of its divine beauty. I accept the verdict of the cultured intelligence of all the ages. The perfect human form we shall never cease to admire. The beautiful face or figure sheds a gratuitous joy on all beholders.

The instinct to seek to appear beautiful is universal. Some of us are obliged to content ourselves with approaching the beautiful only as far as to become pleasing. None need fall short of this. But whosoever can become beautiful may regard himself divinely called to be beautiful. Beauty and duty chime as well in substance as in sound. The ambition to be beautiful is not only right,—it is ennobling,—it is obligatory. But beware of counting mere personal beauty the chief end of life.

The prerogative of supreme personal beauty belongs to the sex which, by unanimous impulse, we pronounce gentle. I have beforehand the undivided verdict of my own sex when I pronounce a beautiful woman the most perfect expression of the ideal of physical beauty. Beauty of person spiritualized by a quick responsive intelligence, beaming and sweet with a transparent benignity of soul, crowned with the queenly mien, and sceptred with the regal gait which are her birthright, makes woman the mightiest moral power in existence. The history of the world is my voucher for the statement.

> The power of beauty reigns supreme
> O'er all the sons of men.

The most exquisite attempts of the painter have not reproduced her tints and tones and shadows. The most ideal efforts of the sculptor have not conferred warmth and softness and life upon the cold marble. The most divine eloquence has not portrayed the depth of feeling and purpose in the fathomless spirit of her eyes. The most angelic muse has not given expression to the native poetry of her movements. She is the spirit of painting, and sculpture, and eloquence, and poetry, incarnate. She is the arch-triumph of all the arts in a single achievement. It seems to me that such a creature should be happy with her possessions and her prerogatives.

This supreme expression of beauty, it must be observed, is not, after all, the product of purely physical qualities. This highest beauty is never discovered save when the reflex of a cultured soul blends in the features of the face. Mere physical beauty of person we recognize and admire, but supreme commanding beauty receives its crown and halo from the radiant soul within. A cultured mind gives charm to the face, and a gentle and disciplined and benignant heart shines winningly through features which are not of classic mould.

Hear what one of the closest of modern observers of human nature writes of one of his ideal characters:

"There is a beauty too spiritual to be chained in a string of items; and Julia's fair features were but the china vessel that brimmed over with the higher loveliness of her soul. Her essential charm was,—what shall we say?—Transparence.

> 'You would have said her very body thought.'

"Modesty, Intelligence, and above all, Enthusiasm, shone through her and out of her, and made her an airy, fiery, household joy. Briefly, an incarnate sunbeam."

Beauty of person, then, is something which may be cultivated. Hence the aspiration to be beautiful is not a vain one; were it so, kind nature would not have implanted it in our hearts. I do not speak at random when I affirm that women with cultured minds and hearts excel in beauty those who remain ignorant and perverse. From the day when a course of intellectual and spiritual training begins, you may detect an improvement in personal attractions. I appeal to every teacher for confirmation. And now I wish to say more: culture confers not alone spiritual beauty, but also *physical* beauty, which in turn becomes a more perfect vehicle for the beauty which is spiritual. Mind and body act and react. The cultured daughters of the city and the town are more comely than the unlettered drudges of the alleys and of the frontier. This condensed lesson I would have placarded in illuminated letters upon the wall of every lady's

boudoir: *As you would be beautiful, be intelligent, be good.*

How vain, then, are rouges and dyes and other cosmetic inventions! Beauty is not made of paint and powder; it is the temple which health builds for a pure, bright spirit; or, as St. Clement of Alexandria says, "Beauty is the free flower of health." The tricks of misguided vanity cannot be passed unnoticed. They have woven a thread continuous through the web of feminine history. Hear what Aristophanes catalogues among the artifices of his Greek countrywomen two thousand years ago:

"Snoods, fillets, natron and steal,
Pumice-stone, band, back-band,
Back-veil, paint, necklaces,
Paints for the eyes, soft-garment, hair-net,
Girdle, shawl, fine purple border,
Long-robe, tunic, Barathrum, round tunic,
Ear-pendants, jewelry, ear-rings,
Mallow-colored, cluster-shaped anklets,
Buckles, clasps, necklets,
Fetters, seals, chains, rings powders,
Bosses, bands, olisbi, Sardian stones,
Fans, helicters."

We have no such catalogue to offer as suited to our own times. There is but one item on which the female mind seems generally agreed as essential to the adornments of the present day, which is not in some sense tolerable to the fairly balanced masculine judgment. That one thing, I am pained to say, strikes more fatally at female beauty than would be possible for all the "snoods" and "fetters" and "helicters" enumerated by Aristophanes. This one thing is "banged hair,"—a style to be seen in perfection among Eskimos and Australians, and one which contributes materially to impart to the women of those races their characteristic expression of unmitigated idiocy,—a fashion which ought to disappear from civilized society as fast as nature permits the hair to return to its divinely-appointed condition.

Manly beauty is, even more than womanly, a reflex of the inner adornment. Homer, speaking of the true original beauty of man says,

At first he was a lion with ample beard.

Physically he seems adapted to command respect rather than admiration. His beauty is symbolical. As the knit muscles express strength, we fear it as a foe, or trust it as a friend. The strong chest expands like something safe to lean upon. The capacious front is the natural symbol of God-like wisdom for command and security. The features acquire interest as they become interpreters of the calm or the tumult, the tenderness or the rage, the joy or anguish, which reigns within the temple. The manly models of Greek sculpture excite onr admiration only as they recall the beauty of heroism, or fidelity, or patriotism, or some other noble virtue. The Apollo Belvidere, so often assumed as the type of manly beauty has neither the moral symbolism, the proportions, nor the mien of the manly ideal. What beauty the statute possesses is feminine,—a good Apollo, but not a man. The stalwart strength and intellectual resolve of manly character are not expressed. In the famous cartoons of Raphael we have the opposite extreme. Muscle is developed to brutal proportions. The rayless, prehistoric countenances above such extravagant frames are the most fitting harmonies which I have been able to discover,—for instance, in the "Miraculous Draught of Fishes." How much truer an instinct has Raphael disclosed in his Sistine Madonna.

Age has its own beauty. True is it, indeed, that the beauty of old age is also, to a large extent, symbolical. It is a picture of a time grown venerable. It is a symbol of experience and wisdom. It is our admonition of the decay and silence which come to all of us. It is a sunlight gleam from another world through a rift in the clouds which obscure our mortal vision. But old age cannot be all of this unless it follows a cultured and virtuous life. The old age of the ignorant and the hard-worked degenerates into decrepitude and wrinkles, and imbecility. A peasant woman of seventy or eighty years, with face cross-hatched with wrinkles and antique coif drawn down over her time-blasted brows, with no past memories worthy to rehearse, and no present interests to inspire a gleam in her withered eye, and lift her bent form for outlook into the affairs which stir the world to-day, is not an object of beauty, whatever of interest or domestic affection may hallow her presence. But what a different picture is presented by such octogenarians as Mary Somerville, Caroline Herschel, William Cullen Bryant, Peter Cooper, Victor Hugo, or Guiseppe Garibaldi. Ah, it is intelligence and serenity, and urbanity, the memory of life improved, the expectation of heavenly welcome, which make old age beautiful. It is the well-developed brain which blossoms as a century plant when the light of another world begins to descend upon our heads.

Still other forms of beauty enter our souls through the senses,—the beauty of motion and the beauty of sounds. Those curves which agreeably impress the æsthetic sense

impress it with a livelier sentiment when they become the paths of moving objects. The swaying of a willow in the wind; the undulation of a field of grain; the circling movements of the quadrille or waltz; the serpentine course of a rivulet across the plain; the spray rising from a waterfall; the course of a ship on the water, or of a bird in the air,—these are familiar examples of the beauty of motion. Music is the beautiful addressed to another sense. The occasion does not permit me to raise the question, What is the subjective nature of music? Has music an existence independent of sound? Would music exist if there were no precipient beings to receive harmonious vibrations? I venture the opinion that the rhythm of music is one element of its pleasing effect; and then, as tone, the product of synchronous vibrations, is but another sort of rhythm, it may be that musical rhythm and melody and harmony yield us æsthetic gratification for the ultimate reason that all are measured, harmonious impressions upon the sensorium, like the equal intervals in a file of soldiers or other objects regularly repeated. This would be one step towards a generalized expression of the nature of the beautiful in sound and in certain forms, and I think that in its broadest signification the beautiful may be formulated under the principle of harmony or correspondence; but the discussion must be passed by.

It is not alone in formal music that sound assumes the character of the beautiful. From the chimes of cathedral bells to the jingling of the merry sleigh-bells, or the "drowsy tinkling" of the cow-bell in the distant field; from the solo of a Lucca to the warbling of the wood-thrush, or the purling of a mountain trout-brook; from the majesty of a sacred chorus to the distant bleating of the homeward herd at sunset, or the cheery chattering of a bevy of school-girls on a picnic; from the deep bass of the organ to the hoarse voice of the thunder, or the moaning of the south wind in the pine trees,—these all are easy transitions to forms of sound which in themselves are beautiful, and are often doubly pleasing from the fond associations with which they renew our pleasures past.

I must pass from forms of beauty which reach us through the sensuous perceptions; and lest I should seem to leave the treatment of the subject too incomplete, I must remind you of two modes of the beautiful which reach us through the internal perception. The first is the Beauty of Truth. It is given especially to the scholar to discern and enjoy it. To look out beyond the little sphere which bounds our personal life, and discern a universe so designed that every feature strikes a responsive chord in us; to discover a God,—a heavenly Father, as the reality after which our human souls had longed; to consider the admirable system of correspondences and adaptations through which every object which exists contributes to the well-being of every other; to contemplate the unity of truth, as in the science of quantity, where the same result comes out whether sought by logarithms or by sines, by trigonometry or by equations; to think of the majestic unity of the system of worlds, all knit indissolubly in a cosmic organism, so that, whether sun or planet, star or nebula, each is a living picture from the life-time of every other,—such revelations of the unity, the grandeur, the vastness, the unchangeableness of truth, enter the soul which opens its portals for them, and attune every fibre to a song of ecstacy. This is the *Te Deum* of the intellect. This is the beatitude of science.

The second mode of the beautiful revealed to the inner sense is Moral Beauty. Wherever right maintains a manful conflict with wrong; wherever the stout and brave arises for the defense of helplessness and innocence; wherever the martyr for freedom of intellect or conscience hurls defiance at his persecutors, or reveals a fortitude stronger than the fear of death; wherever friend sacrifices himself for the love of his friend; wherever the mother watches and waits in anxious vigils by her sick child's bedside; wherever the father, for his family's sake, welcomes the care and labor which waste his powers and sap his life-blood; wherever a stricken heart pours its libation of tears and rekindles a tender memory over the tomb of buried love,—in all these acts of blessed and beautiful human life, we feel that there is drawn up from the deep susceptibilities of humanity something which is divine and infinitely beautiful. Oh, how blessed to attain such beauty as this!

In the reason of every one exists the idea of perfect virtue,—unspotted purity. We think of that ideal purity with a feeling of admiration,—with a feeling of aspiration. Oh, who has not sighed for a nearer approach to that ineffable excellence?

Nearer, my God, to thee.

Who has not wept that with all his aspirations and aims he has fallen so far short of this standard? I never encountered a pure and guileless character but I felt like falling in worship before it. And my reverence is

heightened when sinlessness has been won in the conflict of temptation and the storm of passion.

Our human life is embellished and beautified with pictures of immaculate purity blended with helpless innocence. The little children which throng our pathways and cling to our necks,—beautiful messengers which come out of heaven through the clouds which settle about the celestial heights—touch our hearts and melt them with the sweet radiance of their innocent faces, utter a few phrases which live more imperishably in our memories than the aphorisms of the wise, and then unclasp our necks, close their eyes and return to heaven,—are they not the very person of beauty revealed in the flesh?

I remember,—I shall always remember,—the heart-moan of a dear friend,—a stalwart friend, but touched with the tenderness which bereavement brings,—shedding his tears over the buried remains of his little daughter: "She was not transformed," he said, "she was translated. She was always an angel; how she came from heaven I never knew, but she was amongst us; she spoke our language, but always with a meaning more than the words conveyed. We gave her a name, but she was never called by it. She named herself. Undoubtedly she remembered the name she bore in heaven There was always a fragrance of heaven about it. No one could take it upon his lips but in love. She bears that name in heaven again. In my nightly roaming," he said, "through that other world, which is not beyond the stars, but just behind the veil of life, I have heard that name uttered by gentle lips,—sisterly lips,—in whose every accent I recognized voices I had once known in my waking hours."

Oh there is a beauty in tears,—whether of the crushed widow pleading with heaven, or the stout heart crushed in a mysterious bereavement.

The world is redundant in beauty. Human life is radiant in beauty and redolent of heaven; and the invisible world, whose threshold only thought can cross, and whose fabric is built of the eternal truth, is the apocalypse of the beauty of the eye of intelligence. Wheresoever beauty abides, there is cause for human joy. I love to forget the toils and sorrows of life, exultant in the bliss of glimpses which come from a life on the sunny side of all earth's gloom, for even the clouds, when they must weep are still radiant with the light of heaven.

You will pardon a few parting sentences,—such as manhood may speak to youth. I would leave you these words of encouragement. I would they might be words of inspiration. Hard trials will come, but be beautifully brave; be beautifully resigned; be beautifully hopeful. Seek for the brightness of the world. You have placed open the doors of your souls for the admission of knowledge, and culture, and discipline, and gentleness. These guests of your soul have garnished it, and added beauty is shining from your eyes and beaming from your features. Let the doors stand open. Give generous hospitality to these angel agencies of loveliness of character. Press into the presence of the beautiful and hold living communication with it,—the harmonious, the graceful, the brave, the faithful, the devoted, the patient, the hopeful, the pure. Think on them. Learn chief of all to admire and strive after the beauty of character exemplified in Him who knew no guile, and who offered his life for love of a world which had rejected him. Then, after having enjoyed the beauty of God's world, you will leave behind you the memory of a beautiful life, and renew existence in the smile of Him whose unfailing love, in earth and sea and heaven, in song and smiles and tears, in life, and even in death, reveals itself in the Beautiful.

STRAWS AND FLAWS.

BY ANNIE A. PRESTON.

VISITING recently in one of our New England cities, noted for its educational advantages as well as for much else notable and praiseworthy, my interest in the subject led me to inquire of the various persons whom I met,—from the minister and family physician, to the washerwoman,—as to the real efficiency of the schools. The general verdict was that the schools were excellent; none better.

"Oh, you must visit them, and see the school-buildings. We all take pride in them. The city has spent an immense amount of money upon school-buildings, and they will repay any one for a visit."

One young woman, more thoughtful than the others, perhaps, said: "I was brought up in the country, and attended a common district-school. When I took up my abode in this city, among a whole bevy of young relatives, I was at once besieged by them to visit the schools that they attended.

"Willing to please them as well as to gratify myself,—for these city schools were a novelty to me,—I have become a frequent visitor, and am pretty familiar with the working-machinery, from the primary to the high-schools.

"These schools seem to me much like a

music-box. The teacher winds them up every morning at nine, and they run until twelve. At two o'clock they are wound up again and buzz away charmingly through the afternoon session.

"They work beautifully. I was delighted with them for a time, and deplored the sad fate of the poor, neglected country children, deprived of such rare privileges.

"After a while, certain little straws blew before my eyes, showing the way of the wind, and I began to question whether these children, kept up at high pressure and run through the established system, really knew any more than the country children I had been commiserating on account of their hum-drum routine and inefficient teachers. For instance, one thing that set me doubting was this:

"Being out one day with a beautiful, stylish young relative of eighteen, I went into one of the city banks and drew the interest due me on a deposit, and paid the interest upon a loan that the bank had advanced upon certain real estate that I held.

"Jennie stood by, listening attentively to the whole transaction. As we came out, she said, 'Interest is one of the things that puzzle me. I can't seem to get hold of it. Now, you have money in that bank?

"'Yes; a little.'

"'And you pay them for taking care of it for you. I see that, of course; but I don't understand why they paid you money.'

"'My dear child!' I exclaimed, 'Did I not, at the last graduating exercises of our high schools, see you, in a white dress looped with rose-buds, receive a roll of parchment tied with a blue ribbon that was supposed to be a diploma?'

"'Oh, yes, of course; but that is nothing to the point. I was not examined in arithmetic. I haven't studied it for ages.'

"'But you did study it, of course, at some time during your school-course?'

"'Oh, yes, and I could repeat the formulas as fast as any of them. But I truly want to know why you were paid that money. I do not understand it.'

"'Why do you not understand it?' I persisted. 'It is no more difficult than the branches that were engaging your attention during your last year in school.'

"She laughed and hesitated, and then said frankly, 'I suppose that I really know as little of all those things as I do of interest, but I would not like to admit it. They crowd us so, you see, that it is impossible to retain everything. One thing crowds out another, especially when it is something which you do not understand well enough to get really interested in.'

"'You have always got on nicely at examinations,' I said; 'How was that?'

"'Oh, I had always a pretty, new dress, and plenty of flowers; and I knew beforehand exactly what was expected of me. Everybody knows papa, you know, so I was made prominent. But it was understood that I was not to teach, and so I was allowed to slip along as easily as possible. Mamma never liked my going to the public school at all, but papa made a point of it. He said the best people must avail themselves of the educational advantages furnished by the city, or the less favored classes would cease to appreciate them. It was always understood that I was to go to a finishing-school after I completed the course; but I got such a distaste for books the last year in the high school that I felt as if I never wanted to see another one. The schools are not to be judged at all by the way I have turned out,' she added, honestly, after walking a block in silence; 'there were some of my classmates who were thorough scholars.'

"'It is always so in all schools,' I said. 'The very poorest district-school in the land may turn out a boy or girl whose scholarship shall make him or her a leader. It is in the material.'

"A good many such straws have blown across my pathway since then, leading me to wish that we had more teachers, more time for each class, and less of machinery. I will give you one more instance.

"A short time after the death of our beloved Longfellow, a young girl whose mother is among my calling acquaintances came in accompanied by one of her schoolmates, and said, 'We beg pardon for interrupting you, but we came in to see if you could tell us anything about a man named Longfellow.'

"I looked up at her in amazement, and she went on in a great flurry: 'You see, he is dead, and our class are to give Thursday afternoon to his memory, and Jennie, here, has got to write an essay about him, and I have got to read something that he has written, and we don't either of us know a single thing. I presume, now that he is dead, they will begin to put his pieces into the newspapers, if he has written anything worth while. I happened to remember how many books you had when I came here to call with mamma, and you are always so pleasant to all us girls, that I was sure you would help us.'

"I could hardly believe my ears, but as I went to the book-case I said, 'How old are you, please?'

"'Seventeen, both of us.'

"'You were born and bred in this good city, and have been always regular attendants of its public schools?'

"'Oh, yes, indeed. We have never missed a session since we began to go to the primary school.'

"'But yet you know nothing of Longfellow or his work? Miss Alice, did you not, at your last grammar-school examination, before entering the high school, recite a poem called *The Fire of Drift-wood?* I have a strong impression that it was you.'

"'I believe that was the name of it. I don't remember a word of it now, and I never knew who wrote it, as I know of. Mother cut it out of a newspaper, and thought it pretty, and the teacher said it would do well enough. I must have something, you know.'

"'Did I not see you at the skating-rink last Saturday, with a young gentleman?'

"They were both all animation now, and after they had talked out, I said, 'I noticed you among all the pretty, dainty city girls, in whom

all we older and graver people take pride and pleasure. Your demeanor was proper and modest, and to have seen you there no one would have imagined there was in your brain an empty niche waiting to be filled with an image of Longfellow.'

"The girls laughed heartily.

"'Some of the other girls are as ignorant as we are,' they said. 'Alice's sister, here, is a graduate of the high school, and is going into the —— street second primary as a teacher next term, and she said he wrote poetry; but she could not tell what, and she didn't know a thing about him.'

"I helped the girls out of their difficulty, of course, and the following Thursday had the curiosity to go up the hill to the big, brick, turreted and towered edifice, to listen to the memorial exercises.

"My two young visitors acquitted themselves beautifully. Their names were mentioned in the next morning's issue of the daily papers, and, indeed, all the class did themselves much credit. The thought that it was, in part at least, so superficial, was absolutely painful to me.

"I recalled my simple country training. I could not remember the time when I was not familiar with bits of Longfellow's poems. I thought of the summer afternoons and winter evenings I had been happy over my precious volumes of blue and gold. I remembered how, term after term, I had recited his poems in the little brick school-house, where, if one teacher did her best for one term to introduce the simplest working machinery, the next teacher threw it out of gear, and the next one discarded it altogether; and I said, in distress and perplexity of mind, 'It is not right to be all the time finding fault with the schools, when such an effort is made to have them all they should be, and when there is really so much good work turned out; but we have not yet arrived at perfection in our methods, and until we do we must not rest.'

"The way to improve is to agitate the subject, to show up the flaws, and to suggest a remedy.

"The more I think of it the more I am convinced that too much work is undertaken. The paramount idea seems to be to 'get on.' One thing crowds out another. There is not enough of thoroughness. A pupil had better be perfect in interest and in fractions, for instance, than to have a smattering of a full and pretentious course of mathematics, without the ability of adapting it to any practical use.

"In my intercourse with the grammar-school and high-school girls, I find that they do not, in their bright, pretty chit-chat, use any better grammar than their country cousins. Yet to hear them recite in their beautiful arched schoolroom up at —— street, you would suppose almost any one of them perfect in that branch.

"There is something wrong in all this grand endeavor to get ahead and to make an impression, that, in itself, prevents the best results being reached.

"Too much is required of the teachers. The only way they can accomplish the work demanded is through the regular machinery of the school, that rolls on like the course of time, each day bringing new tasks. There is no time for painstaking, either on the part of teacher or pupil, and it is no more possible to go back to look after dropped stitches and half-understood topics than it is at Christmas time to live over again one of the golden August days.

"Perhaps it is the fault of the age, and we shall settle down to thorough work after a while. Then, in our large schools, instead of a teacher over each grade, teaching all branches required in that grade, we shall have a teacher for each branch of study: a specialist, if you will, with enthusiasm for the subject in hand, and a room fitted with all necessary apparatus for the work. Then time will be given the scholars to realize that they are reasonable beings, and not parrots or magpies learning a meaningless rigmarole by rote.

"I wish that method could be tried. I believe we should get better work, if not so rapid advancement." *N. E. Journal Education.*

IMPORTANCE OF METHOD.

IT will depend upon the use of the means, or the method employed by the teacher, whether or not he can accomplish the work expected of him. There are two ways by which knowledge is gained: one is finding the knowledge ready made: the other is through the exertion of the mind itself. The method will determine two things—the character and amount of knowledge, and the character of the training acquired in coming into possession of the knowledge.

Proper mental training always brings two results—a consciousness of increased power, and at the same time a consciousness of the possession of new knowledge. The ready-made knowledge may be got from a book or be given to us by another. Whether the knowledge will be of any real value to us will depend upon the mind's action in connection with it. If the mind put forth no act, the knowledge cannot be taken in—it is left out in the cold, to use a common expression—it does not grow, it has no root, it withers away. It is this kind of knowledge that can never be found when wanted. or if perchance it may have reached that part of the brain called by the physiologists the sensorium, which has the power of reproducing its impressions just as a parrot can, it can be reproduced only at a given signal. The fact, or rule, or whatever it may be, is glibly repeated and passes for knowledge, but the pupil can apply it to nothing except to some particular case with which it was previously associated. When some one else than his teacher questions him he does not

understand, does not know what is meant—the signal is not the same.

He often hazards an answer which may be a correct one to another question but absurd to the one proposed, and as ludicrous as the scene which has been described between Frederick William the Great and a tall French grenadier who knew only three words of German. He was instructed to reply to the king's three general questions on parade, "How old are you?" "Three and twenty." "How long have you been in my service?" "Three years." "Are you satisfied with your rations and lodgings?" "Both, your majesty." The king, however, took the very unusual course of inverting the first two questions, and the grenadier made himself three years old and twenty-three years in his majesty's service. The king, amazed at such answers, did not put the other question about the rations, but the inquiry, "Are you a fool or am I?" "Both, your majesty!"

Such is often the character of the knowledge which we get ready made, and the application we make of it. No doubt examples as ludicrous have been witnessed by many examiners. Let me give you one or two, not for the purpose of making sport, but of illustrating the character of knowledge got "ready made" without bringing the mind to bear upon it. "What is the Equator?" was a question asked of a class in geography not long ago. "A line perpendicular to itself and called the meridian." In another class the following questions were asked: "What is the difference between the noun 'book' and the book itself?" "What is an abstract noun?" "A collective noun?" To which the following answers were given; "There is no difference." "An abstract noun has no particular calling." "A collective noun is what it wants to make it more complete." In another class the following answers were given to the questions: "What is the circumference?" "Distance round the middle of the outside." "Distance through the middle." "What is the meaning of develop?" "To swallow up." "Give an example." "God sent a whale to develop Jonah."

I do not say there are many such cases—I hope there are not; but the existence of any shows that knowledge, however accurately it may be given, may be reproduced in a most absurd form, unless the mind is called into exercise. It must not, however, be assumed that when the knowledge is accurately reproduced it is therefore understood by the pupil or of service to him. A long series of questions may be answered correctly, and not one of them be understood. The verbal memory of children is very powerful. They can readily remember sounds without attaching any idea to them, and can readily reproduce them.

The teacher has, therefore, frequently to adopt the other method of securing knowledge, viz: through mental exertion. He has to train the pupil to do things for himself, to get his own idea from things. A physical, mental or moral act can be done only by performing it. Every one has to do those things, which he would acquire the power of doing. You know yourselves that you could never acquire the power of readily solving arithmetical problems without performing the operations yourselves, nor acquire a dextrous movement of the hand without performing the act through which the power is acquired.

Now look how nature does. She gives the child no laws, no rules, no principles, no formulas. She simply gives the material, the faculty, and the occasion for its exercise. There is much repetition in her teaching, in order that the difficult may become easy and use become second nature. She does not tell the child, but prompts him to action and induces him to think what he is doing. She does not explain to him the difference between hard and soft, or between a hot stove and a cold one, but says "Feel them." "Lay your facts," she says, "side by side and compare them; find out where they are alike and unlike." Her business is the training of faculty and the development of power.

These two methods of acquiring knowledge may both be successful as respects the knowledge, but their effects upon the mind are very different. When the mind's activity consists in merely comprehending the thoughts of others, the truths which have been discovered and explained, it becomes a receptacle, a working one, it is true, working the nourishment into its own substance, but preparing it only for taking in more and making progress. The method which presents the material to the pupil for observation and reflection, and simply stimulates and directs the mind to an orderly plan of study, trains him to form his own ideas of things, to put forth his own efforts in the acquisition of knowledge. I do not mean to put the one method against the other, for both are necessary in our schools; pupils must have assigned lessons to learn from books, when they are sufficiently advanced to master them; but I do say that the one

method is too generally followed to the exclusion of the other—the teacher in too many instances becomes a mere hearer of lessons, instead of a trainer.

There is a constantly increasing demand for results of greater commercial value from our school system; and the school must consider the question. If our boys had training in the elements that are common to all industrial pursuits, and our girls training in the principles of domestic economy, all reasonable demands would be met without disturbing the primary aim of the school or increasing the number of subjects in the course.

Such training should embrace industrial knowledge and manual dexterity. Industrial knowledge consists in an acquaintance with industrial materials and processes. Industrial materials, are of course, the various materials used in the industries, consisting of substances from the mineral, vegetable, or animal kingdom. Iudustrial processes are those operations by which raw materials are converted into forms for our use.

You have seen that we have in the course the subjects that from the elements of industrial knowledge. Instruction is required in minerals, plants, and animals, and their uses. With respect to the processes, a large number relating to the most useful industries are described in our readers, and these lessons are required to be supplemented by oral instruction. Industrial drawing, the subject of form, and of geometry, so far as taught all bear directly upon many industries. That they shall result in industrial gain will depend upon the mode of teaching them. Let me give you a few practical hints in the form of some examples.

The subject of form, which is taught in the first two grades, may be made mainly constructive. During the first year, after the pupil has gained perceptions of the various forms brought under his notice, proceed to construct them of such suitable material as can be conveniently had. The ball, cube, cone and cylinder may be formed of clean moist or moulding sand, or suitable clay. They should be made as accurately as a child can be taught to make them, and considerable pains should be taken to give him the necessary facility of manual movement. During the second year the material should be of a more resisting nature than sand, perhaps pasteboard. As a sample of an exercise, suppose he is required to construct a square whose side is three inches. or any convenient length. Require him to place his ruler upon the piece of pasteboard and mark with his knife along the outer edge. This operation is not so easily done as one might suppose. The ruler has to be correctly applied and firmly held with the left hand, so that it cannot slip and produce a crooked line instead of a straight one. He should also be required to do it with the least amount of waste. He will have to be shown, in the first instance, how to move the ruler as far as possible towards the edge, so that none but the waste parts may be marked off. When this is done he proceeds to cut. His first attempts will be awkward and the line will be imperfectly cut; it will be ragged and probably uneven. He will require to be shown how to steady the pasteboard and how to hold the knife when he cuts. Let him test the accuracy by applying his ruler to the cut. Let it be done again and again if necessary, but not so often as to discourage him. Let us suppose one side completed.

The second adjacent side is ruled off and completed in the same way, Let him now apply the carpenter's square to test the work (small carpenter's squares can be had for the purpose). He will not only learn the use of this tool, but he will become practically acquainted with a right angle, and his eye will soon detect the slightest deviation from it. The two remaining sides will be constructed in a similar manner and the square completed. There will, no doubt, be many trials and repeated corrections before a fairly accurate square has been made, but the pupil has made substantial gain. He has learned to use a ruler and knife properly, and acquired some manual neatness and dexterity. Exercises may be proposed on the square by means of which its geometrical properties may be practically understood. They may be further led to find out that the diagonals of a square are not only equal to each other, but bisect each other—truths they will never forget when taught in this way. If each form is similarly dealt with, the drawings which the pupil makes in his subsequent course will be not only much better executed, but of far deeper interest.

When he has entered upon his course in industrial drawing, the pupil should frequently cut out forms before drawing them, sometimes with scissors as well as with a knife. While studying the elements of geometrical drawing, such as bisecting lines, angles, erecting perpendiculars, etc., he will acquire facility in using the compass. In drawing plans of the school-house, play-

grounds, etc., of given dimensions, he will become accurate in measuring and accurate in representing measurement.

Arrived at the study of formal geometry, the pupil should, previous to drawing his figures on the blackboard for demonstration, construct them of pasteboard or papers, etc., whenever practicable, and find out the geometrical truths which he is to establish by demonstration. Industrial tools, whose principles depend upon his geometrical truths, should be explained.

In the teaching of arithmetic how many opportunities are afforded of giving a practical character to the work—by associating articles of commerce in the neighborhood with the questions—requiring the pupils to frame bills of parcels for themselves, and to make them out accurately and neatly. The tables of weights and measures should be determined by experiment, and each operation gone through properly, the filling of a gallon or quart from a pint measure, the filling of a pint bottle from a small phial of so many ounces, the measuring of length with a rule or tape line, finding by measurement the contents of the play-ground, or some other portion of land, all having in view manual dexterity as well as practical knowledge.

Geography, and even history may be made highly practical as well as powerfully educative. The great natural forces and products which underlie all industries—the industries of a country depending on its products and forces—the interchanging of these—and the brotherhood of man, are fitted to awaken and keep alive an interest in industrial work and workers.

Every good citizens of an enlightened country respects the institutions under which he lives; he moves amongst its people, he is protected and governed by its laws. His training towards manhood lies in through a knowledge and discharge of his duties as a citizen as well as a workman. How much valuable instruction of a practical character may be imparted and with what interest it will be received, if, instead of loading the pupil's memory with isolated facts, little understood and appreciated because they begin and end in themselves, we group together facts that have a bearing upon the great epochs of our history of civil liberty.

A king's reign is not a division of history. Kings die and dynasties, but the great forces move onward. What are the moving forces? What are the events associated with such force? Whatever divisions our text-books may make, it is by some such treatment as I have indicated that we can hope to make history influence character.

It is unnecessary to add one word respecting the importance of a study of method and its principles. Neither the proper aim of the school nor the wants of society can be met unless work is conducted upon sound principles of method. It is true that some teachers, and more especially young teachers, are apt to pay more regard to the mechanical processes than to the principles of method, and they cannot of course reach satisfactory results; but no intelligent man would on this ground affirm that method tends only to give a mechanical character to teaching. If method is not fitted to lead to great and important results, why should the institutions of the most enlightened countries take practical steps to give a knowledge of it?

Two of the universities of Scotland, Edinburgh and Saint Andrews, have established chairs of education, and the London University has just announced that it will hold a yearly examination in the art, theory, and history of education. Socrates, the Greek philosopher, regarded method as the first thing. Comenius, Locke, Rousseau, Basedow (of whose work Goethe says, "such methods must promote mental activity and give the young a fresher view of the world") Pestalozzi, Froebel—all insisted upon the importance of method, and Alexander Bain and Herbert Spencer, two of the deepest thinkers of our own day tells us that all modern systems of instruction must be based upon nature's plan and nature's method.—*Prof. Crocket, Frederickton, New Brunswick.*

RANDOM NOTES IN MUSIC.

MUSIC is a better test of the moral culture of an age than its painting, or its sculpture, or even its architecture. Music, by its nature, is ubiquitous, as much almost as poetry itself, in one sense more so, for its vernacular tongue is common to mankind. Music in its nature is social, it can enter every home, it is not the privilege of the rich; and thus it belongs to the social and domestic life of a people, as painting and sculpture, the arts of the few, never have done or can do. It touches the heart and the character as the arts of form have never sought to do, at least in the modern world. When we test the civilization of an age by its art we should look to its music next to its poetry, and sometimes even more than to its poetry. Critics who talk about the debasement of the age when church wardens built those mongrel temples must assuredly be deaf. Those church wardens and the rest of the congregation wept as they listened to Handel and Mozart. One wearies of hearing how grand and precious a time is ours, now that we can draw a cornflower right. Music is the art of the eighteenth century, the art wherein it stands supreme in the ages; perfect, complete, and self-created. The whole gamut of music except the plain song, part

song, dance, and mass is the creation of the eighteenth century; opera, sonata, concerto, symphony, oratorio; and the full uses of instrumentation, harmony, air, chorus, march, and fugue, all belong to that age. If one thinks of the pathos of those great songs, of the majesty of those full choirs, of the inexhaustible melody of their operas, and all that Bach, Handel, Haydn, Mozart, Gluck, and the early years of Beethoven gave us, it is strange to hear that that age was dead to art. Neither the age which gave us the Madonnas and the Sistine, nor the age which gave us Rheims and Westminster Abbey, nor even the age which gave us the Parthenon, did more for humanity than the age to which we owe the oratorios and the operas, the sonatas, symphonies, and masses of the great age of music. Not merely was music of the highest order produced, not merely did that age create almost all the great orders of music, but the generation gave itself to music with a passion such as marked all ages wherein art reaches its zenith. When Handel and Buononcini, Gluck and Piccinni, divided the town, it was not with the languid partisanship which amuses our leisure, but with the passions of the Red and Green factions in the circus of Byzantium. England, it is true, had few musicians of its own, but Handel is for practical purposes an English musician, and the great Italian singers and the great German masters were never more truly at home than when surrounded by English admirers. England bore her fair share in this new birth of art, especially if our national anthem was really the product of this age. And not our people only, but the men of culture, of rank, of power, and the Court itself. And the story that the King caused the whole house to rise when the Hallelujah Chorus was heard is a happy symbol of the enthusiasm of the time.—*F. Hamsen.*

MUSIC originally was a very broad term, including astronomy and all the arts and sciences over which the Muses were supposed to preside. Later, among the Greeks, it signified that which we call music, with dancing and lyric poetry, usually recited to an accompanying lyre or harp, and constituting an essential part of their sacred and national games and festivals. Musical contests entered largely into the four solemn games of the Greeks, the Olympic, Pythian, Isthmian, and Nemean, the rewards and honors being ardently desired and eagerly contested. Including as it did all that was calculated to develop and improve the mind, music ranked in educational importance with gymnastics, the Greeks more, perhaps, than any other nation appreciating practically the value of the *mens sana in corpore sano.* But for the antiquity of music and its universality we are not limited to Greek tradition. As there is no authenticated account of any nation absolutely destitute of religious ideas, however erroneous, so there is no race or people without a notion of music, however crude. In every instance among the most barbarous tribes music has been used to assist in expressing something emotional, or, at all events, something beyond the material, however vaguely and unsatisfactorily. For this reason it is usually found associated with religious rites, or as a symbol of mourning and lamentation, or of triumph and exultation, even among savage nations.—*Gray.*

MUSIC is a language, the ideal of speech: we can imagine its existence before articulate speech was known. Birds sang in the garden of Eden before Adam gave them a name. A singing-bird was the first music-master; the wind breathing through water-reeds, sighing through the forest, hissing through tall grasses, the rhythmic beat of the crested waves, the monotonous bass of the water-fall, made harmony and melody before Pythagoras dreamed of the music of the spheres, or Hermes declared music to be the knowledge of the order of all things. We call it a pretty conceit of the old philosopher who believed the order of the stars to be a written scroll of music, two stars (which are said to have appeared centuries after his death in the places he designated) only wanting to complete the celestial harmony. There is an extremely poetic belief among the Highlanders that the sense of hearing becomes so exquisitely keen at the approach of death that nature's divine symphony can be heard with all its ravishing sweetness, dulling the sense of pain and reconciling the soul to its departure. From this superstition, if we will, comes their custom, as the last moment approaches, of bearing the dying from the close shealing to the open air, where undisturbed he can listen, in the words of Humboldt, to "the thousand voices of nature speaking to the thoughtful and pious soul of man."

PLATO, in his Republic, desires at least two harmonies—the one warlike, which will sound the word or note which a brave man utters in the hour of danger and stern resolve, or when his cause is failing and he is going to wounds or death, or is overtaken by some other evil, and at every crisis meets fortune with calmness and endurance; and another, which may be used by him in times of peace, when there is no pressure of necessity, expressive of entreaty or persuasion, of prayer to God or instruction to man; which represents him when he has accomplished his aim, not carried away by success, but acting moderately and wisely, and acquiescing in the event: the strain of necessity and the strain of freedom, of the fortunate and the unfortunate, of courage and temperance; adding, in another connection, "We can never become truly musical until we know the essential forms of temperance, courage, liberality. and magnificence." Surely we can to-day raise no loftier standard than this.

THROUGH the Dark Ages music was kept alive less by the written word than by tradition. In the churches its religious element preserved it, while the minne-singers and the troubadours, singing of knightly deeds, made it an essential accomplishment for those who sought welcome in royal courts and kings' palaces. Yet to the meister-singers rather than the minne-singers do we owe that which was best worth preserving, the popular element in music, since a language, an art, a religion, to live, must have its abiding-place, its shrine, among the homes and in the hearts of the people. The guilds of the meister-singers were established in the chief cities of Germany, Nuremberg the chief, and chiefest in Nuremberg was Hans Sachs, the shoemaker, whose name is famous the world over, even without Herr Wagner's opera of *Die Meistersinger.* Those who have seen Kaulbach's cartoon of the "Era of the Reformation" will recall with pleasure the strong, earnest face of the musical cobbler, with whom Luther himself must share some of his glory. The resistless weight and influence of these guilds came from their genuine democracy. Numbering neither knights nor nobles in their ranks, but recruited from the burghers, tradesmen, craftsmen, and plain citizens, they brought common-sense in close contact with learning; they sang at the workshop and the forge, at the cobbler's bench and at the loom. Not alone in church, but at home and abroad, music was a bond of union, interwoven with their religious aspirations; it was also their recreation, with a good share of hard, earnest work and careful training, in obedience to strict rules and regulations, under skillful leaders, to make their music possible. It was

these meister-singers which made Germany a musical people, ready for Luther's hymns, to which, indeed, music gave wings, doing more than even the great Reformer's preaching for the spread of Gospel truth: so simple and effective are some of the great agents of God. Music had at last become the people's possession; not alone a source of enjoyment and gratification to the refined and cultivated, but a mighty means for a mighty end, for the civilization and improvement of all classes—a leaven wherewith to leaven and lift the whole world. From the hour that music ceased to be the exclusive possession of musicians; like religion when it passed from the hands of the monks and the priests, its power became almost infinite.—*Gray.*

THE introduction of music into the public schools is a step in the right direction. If in every town and village in the Union the plan was as faithfully and earnestly executed as in Boston and its vicinity, already the great work would be almost accomplished. We need fresh impetus in every country town, in every village nestled among the hills or stretching out on the wide prairies. There is surely in every such place some earnest disciple who could gather a band of ten or a dozen who should be a nucleus for a musical association. The influence of musical culture which would result from such an association would make itself felt through the village church as well as in social relations; Sunday services would be better, and the best part of Sunday service would get into the week-days. It will not do to make the gathering merely a psalm-singing school; that has its use, and has had its day of separate influence. Sacred music, so called, should form a part of the practiced programme; but a little care and research, a correspondence with some musical authority in our large cities, would insure a judicious selection of attractive music within the compass of choirs and choruses of even very moderate ability. The modifying influence in a country town of a musical association conducted on broad, liberal principles for even a single decade is incalculable. Polybius was a wise man in remarking that in Arcadia, a dull, cold country, music was essential to soften the manners of the inhabitants, and that in Cynetus, where music was not cultivated, vice prevailed to an alarming extent. Music will not hold its true place till, through the length and breadth of the land, it is recognized as elevating in its character, capable of perversion and misuse, as God's own word may be in the hands of the blasphemer, but a power still infinite in truth and beauty, and a source of strength, encouragement, and inspiration to waiting thousands.

MUCH that was worldly and meretricious once gathered around the shrine of music, till many were blinded, and mistook the fogs and mists, the pestilent miasmas that hid the sun, for eternal darkness itself, as though the very source of light were blackness and sin. "Away with it all," said the Puritan, "the monkish mockeries and the monkish music; it is all evil. We will have straight lines. Curves are crooked lines, and lead to the devil, whether they be called curves of beauty or curves of sound. Music and dancing are sin; we will none of them." Yet spite of the stern, straight-laced old Puritans, beauty and harmony came over in the "Mayflower" with youth and love and life. For were there not human hearts beneath those sombre vestments?—truth, earnestness, and zeal, and the harmony of a common purpose? Music might be stifled, hidden for a time, but the birds still sang, the waves still beat, winds murmured through the forests, rivulets rippled and danced over pebbles, the whole world was full of music; consciously or unconsciously the hearts of those that listened to nature's matin and vesper hymn grew purer, braver, more inspiring. A reaction was natural, and it was as speedy as could have been expected. Scarcely two centuries have passed, and the growth of the country politically and numerically is not more astounding than the change in the inner life, in the hunger and thirst for the once-forbidden fruit in the land of the Puritans. The more prosaic and sordid a man's daily life and occupation, the more he needs outlooks and leadings to a higher life. The more he dwells among things, the greater his need of contact with a spirit greater than mere things; the material life must touch the immaterial; the body must have an indwelling soul with aspirations and affinities, with a life above and beyond the daily needs of this world. After the instinct of self-preservation, the strongest motives spring from the emotional nature, all that is best and most inspiring claims kinship with it. To the purest element in that emotional nature music appeals, always soothing if it can not solace, rousing always the higher, never the lower, nature; it is a subtle potent influence, moulding not only individual but national character.

THE CONSERVATORY.—Class teaching, or conservatory teaching, has been the outgrowth of necessity. In Europe, not alone in Germany, but in Italy, France, Russia, and Great Britian, large music-schools or conservatories have been in existence for generations, in Germany and Italy for centuries, embracing in their corps of instructors artists of world-wide fame, who have trained and given to the world other artists who in turn prove dangerous rivals. Instancing, for example, the Paris Conservatoire de Musique et de Déclamation: this institution is sustained by government, and had its progenitors in L'Académie Royale de Musique, founded in 1671, the school established by Lully in 1672, with several others of more or less note; in its present form it has existed nearly one hundred years. Saved, it may be, in the anarchy of the first republic by Chénier's eloquent appeal, it has given to the world such artisis as De Beriot, Berlioz, Cherubini, Garcia, Rachel, Talma, and hundreds whose fame, less wide-spread than these, has yet given vigor and tone to the musical and art culture of the nineteenth century. Such an institution, admitting only Frenchmen and Frenchwomen to its advantages, sustained by government under strict discipline and surveillance, would be impossible in this country. We may look to it for many suggestions, many models, but the conservatory system of America must be the outgrowth of our individual needs: eclectic, it will gather from the wisdom and experience of Paris, Dresden, Berlin, Stuttgart, or St. Petersburg, from English prejudices and English victories in the field of music; it will call to its aid the best talent from the North, the South, the East, the West; it will open its doors freely to all, of whatever color or nationality, who may present themselves; it will be the people's conservatory, demanded and sustained by the people at the smallest possible expense consistent with right management and the employment of first-rate talent. In this conservatory every facility will be offered for musical instruction in every form, instrumental and vocal, with carefully graded classes, to secure fitness in the uniform lesson which should be given to each class. This answers an objection often and ignorantly made, that six pupils in an hour get only ten minutes each—too short a time for any possible progress. On the contrary, each pupil has the whole hour, with the added benefit of profiting by the mistakes of his fellow-pupils and the careful correction of the judicious teacher. In sing-

ing especially the advantages of this system over individual training are obvious.

MUSIC, of all other arts, is more especially placed at the mercy of mankind. The painting, once finished, needs nothing but the light of heaven to convey it to the organ by which it is admitted to the mind. The poem, with all its holy utterances, its pathos, its passion, has its form in "words that burn." But there is no such silent independence in music. The offspring of the musician is born dumb—it reaches no ear but his own, and that a mental one—it has to appeal to others to give it voice and being. Hence it comes that the composer and his composition are separated by a medium which too often *reflects* dishonor not only upon him, but upon the art itself. He is at the mercy of the caprices of singers and players, and the material through which it gets expression—the wood, the catgut and metal—all liable to every variation of the weather—are indispensable to its very existence. The subtle form and conditions of music are remarkable. It has also, as it were, to put on mortality afresh—it is ever being born anew, but to die away and leave only dead notes and dumb instruments behind. The orchestra and choristers assemble, and it is there—but gone again when they disperse. In this fugitiveness of form some have pretended to see only the frivolity of the thing; but how deep, on the contrary, must be the foundations of that pleasure which has so precious a form of outward expression;—how intensely must that enjoyment be interwoven with the godlike elements of our being, in which mere outward sense has so fleeting a share! The very limitation of its natural resources is the greatest proof of its spiritual powers. We feel its influence to be so heavenly, that, were it not for the grossness of our natures, we should take it in, not by the ear, but by every pore of our frames. And yet our intensest sympathies are awakened, and this mysterious influence is exerted merely through a slight and evanescent vibration of the air! "Whence art thou! thou divine, mysterious thing?" is a question we must ever ask in vain, because its paths are lost in the depths of our being. We only know, and can know, of music that its science is an instinct of our nature—its subjects the emotions of our hearts.

THE theory that music derives its origin from the outward sounds of nature, is fit only for poets and lovers to indulge. History, as well as common sense, prove the folly of such a proposition. The savage has never been disposed to musical utterances by the singing of birds, the rippling of brooks, or the murmur of winds. His music, when he has any, is a mere noise, not deducible by any stretch of the imagination from such sounds. Nay, if we search the works of the earliest composers, we find not the slightest evidence of their having been inspired by outward agencies; they have but deciphered what was written within. Not until the art stood upon its own independent foundations, does it appear that any musician ever thought of turning such natural sounds to account; and (even with Beethoven's exquisite Pastoral Symphony, with its plaintive clarionet cuckoo ringing in our ears,) we should say that no composition could be of a high class in which these sounds were conspicuous. The connection between sound and numbers is another fact which is at once marvelous, and invests music with the highest dignity. Far from being a frivolous art, meant only for pastime and idle amusement, it would seem to be of such importance to mankind that we are expressly furnished with a double means of testing its truth. The simple instinct of a correct ear, and the closest calculations of a mathematician, give the same verdict.

STRUCTURE OF FLOWERS.

THE PHENOMENA OF PLANT LIFE: NO. IV.

BY LEO H. GRINDON.

THOUGH a flower, like a sea-shell, seems one of the simplest things in nature, there are few objects that, narrowly looked at, prove to be organized more elaborately. To produce the flower, is the aim and effort of all the vital energies of the plant, from the moment when it first creeps out of the earth as a tiny seedling. For the sake of the flower the roots take up nourishment from the soil, and the leaves, that wonderful and invisible food with which the atmosphere is charged on their behalf. For the sake of the flower the plant struggles with the asperities of the winter, and responds in the unspoken gratitude of a beautiful life, to the sweet influences and sympathies of the summer. All its energies and activities have relation to the flower as their final issue, and well may the petals be so lustrous, the odor so ravishing and balmy.

The root, the stem and branches, and the foliage or leaves of a plant, are concerned solely in the nutrition of the individual; they prepare and consolidate the material of which the general fabric is composed; they maintain it in its position in the ground, and enable it to withstand the storm and tempest. The successive and regular development of these parts, season after season, constitutes the *growth* of the plant; and their unceasing self-employment in various vital processes, gives us those huge masses of woody fibre that constitute timber; the innumerable secretions that we extract from plants in the form of oils, sugar, starch, and so forth; those, also, that render the bark and the leaves of different species valuable, either to the physician, when he would prescribe medicine, or to the dyer, when he would give color to the products of the loom. The functions of these parts—the root, stem, and leaves—are thus purely of a local or personal kind; they have no direct relation to the perpetuating of the plant, and hence they are distinguished by botanists under the name of "nutritive."

Very different are the functions and the purposes of the flower. Here, instead of the aim and expenditure being concentrated to the well-being of the individual, the design has reference to the race. The flower is produced, in other words, not so much for the good of the plant which it so much ornaments, as for the sake of the spe-

cies; and thus, derivatively, for the beauty and verdure of the earth. Hence the parts of which it is composed are technically distinguished as "reproductive." All plants die some time. Every living thing has its lease of existence. Some forms run through their little span in a few weeks, perhaps in a few days; others endure for months, years, ages; yea, scores of ages, as happens with those gigantic American trees that seem appointed to watch the rise and fall of nations; but all appear to have a definite period assigned to them, or at all events, a maximum of perfection, after attaining which they decay with less or greater quickness.

This is the primary reason why flowers exist. Since plants die, as other things do, sooner or later, unless there were special arrangements made for their renewal, the earth, in a few centuries at furthest, would become bare of vegetation, and the surface be like those dreary plains of sand in northern Africa, which a fanciful author thinks are the exhausted seats of the world's first life. It is not that the plant has a lease like that which the landlord determines with his tenant. Such is not the case either, with the lease of life in animals. The idea of the lease in both classes of nature, is that of a certain relative length of life, which may be abridged or extended according to circumstances, but the term of which is as certainly fixed, as that of the summer, which may be cut short by cold rains and early frosts, or last with a calm, sweet glow of warmth and lovely hues, till it is time almost to think of Christmas. Coming to this inevitable termination, seeds must be produced in order that a new generation shall arise; the seed is the product of the flower, and the flower is thus the forerunner, and at the same moment, the repairer, of decay.

This matter of the lease of life, is full of pleasing suggestions, and involves the consideration of innumerable facts. It is worth noting that in plants, as in man, life consists of three great periods, two of which, the first and last, God keeps in His own hands, disposing them after His own wisdom, while the third or intermediate one, is left for man to deal with, or at least coöperatively. The first period is infancy and youth, which cannot be abided in by any man, or how many would stay there forever! The last is old age, when, having reached the crest of the mountain, and the valley of the dark shadow lies dimly below, with all our effort we cannot help sliding thither. The middle one is that glorious period, when, full in stature, and enriched with all good gifts, we feel and relish the splendors of life;—this one it is allotted us to lengthen out almost as we please, carrying freshness of thought and feeling, which are *youth* past as many birthdays as suffice to see a chestnut grow from a sapling into a forest patrician. This middle period every man holds comparatively in his own power. Giving his soul to wisdom and manly affections, he finds therein the *elixir vitæ* that the alchemist sought in vain and though the third and concluding period comes to him not less certainly than to all others, it is brief and serene.

Flowers, then, are reproductive or seed-producing apparatus. They are ordinarily so lovely, so varied, so rich, so alluring, because of the dignity of their office. That in nature which has noble duties assigned it, is always embellished in a way that befits the noble purpose. Men do just the same when they place a crown of gold and a purple robe upon that one of themselves that they choose for king. To maintain the living flow of beauty of tree and flower upon the earth is as much grander than simply to grow stout and leafy, as it is for a man to seek to delight and illuminate those around him, (so far as the munificence of God gives power,) instead of simply seeking his own profit. This is recognized accordingly in the *forms* of flowers, so exquisitely symmetrical in the delicacy of their tints, and in their lavish profusion, all of which become characteristics of honor and dignity to the plant, and mark the period of its highest value in return. Taking the flower to pieces, it is found, when in its most perfectly developed condition, to consist of four distinct sets of parts, every one of which has its own especial province.

Look at a rosebud when just about to open, and it is wholly green. The green portion is the "calyx," or chalice, enclosing everything else, falling back when the contents are ready to burst forth, and remaining usually till the seed is ripe, though sometimes cast to the ground. It is a beautiful sight when the component pieces of the calyx begin to separate, opening like the sweet, soft eyelids of a little child, when it looks forth again after the peace of scarcely-breathing slumber. With the first slight push from within, the green separates, and a line of crimson gleams in the space; by degrees the fissure widens, and in due time, like the opening of the portals of some glorious temple, all is thrown back and the petals stream out in their matchless hue. The same with

the poppy. Two concave leaves clasp the inner secrets in their green embrace, and the bud hangs with its head to the earth until all is ready. Then the line of crimson announces what is coming, and great scarlet petals, that flaunt like banners, are disclosed. Similarly the peony unpacks great round green balls,and every other plant its peculiar cluster or bunch,—everything creeping out of this "calyx," in the first place, and seldom discarding it, though the special utility has ceased.

Sometimes the calyx, instead of being green, is highly colored, emulating the most dainty parts of the interior of the flower. This happens in the common fuchsia, which has a calyx of four pieces, coherent by their edges,so as to form an oval and crimson bag which yields to the pressure of the fingers. In other plants, again, the calyx is extremely minute, so small as to be incapable of giving adequate protection: —then the protective purpose is subserved by special leafy coverings called "bracts," as we may plainly see in the great purple and cone-like buds of the rhododendron, which are built up wholly of bracts and flowers within.

Next in order of position to the calyx come the "petals." These are the parts which it is usual to call the "leaves" of the flower; but the term is incorrect. Leaves are the green organs which prepare the food of the plant, and in the aggregate constitute the foliage. These colored portions are of totally different function, and in texture and substance, are also quite unlike. They should no more be called "leaves," than fingers should be called toes, but always be denominated by their special name of "petals." Collectively they constitute the "corolla," literally the little crown, *i. e.* as signifying that the expansion of the flower is like the placing of a diadem on the brows of a monarch. There may be a literal truthfulness in the name as well, depending on the resemblance of the circular cup, found in certain descriptions of flowers, to the golden circlet that forms the essential portion of a crown or coronet.

But names such as these have generally an inner and higher meaning. They were imposed by men in the beginning from a better ground than simple comparison; they sprang from that intuitive perception of the original harmonies of things in which all the best and most living part of language, finds its beginning and its explanation. The corolla, like the calyx, is simply protective, or, at all events, only auxiliary to the main intent. Just as the calyx wraps up all that lies interior to it, so do the petals enfold still more interior parts, those, namely, which are directly concerned in preparing the seed, and which botanists call the stamen and the pistil. The pistil is that slender column in the very heart of a flower, which has for its pedestal the rudimentary seed-pod; the stamens are the delicate pillars which stand around it, every one of them tipped with a bead-like head. Both parts vary considerably in number and size. Sometimes there is but a single stamen; sometimes there are not less than five hundred stamens, as happens in the Rose-of-Sharon. The same is the case with the pistils, which vary in number from one, which is most usual, up to a hundred or more, as in the strawberry.

These two sets of organs, by their coöperation, give origin to the seed. The rudiment of the latter is contained in the ovary which forms the base of the pistil; the stamens, for their part, discharge a fine powder, called the pollen, which being received upon the upper extremity of the pistil,thence has its virtue conveyed downwards into the ovary, and so communicated to the potential seed. Unless this process be effectuated, the rudiments of the seed undergo no change. They never swell in the slightest degree, remaining mere shells, and unless some portion of the ovules become fertilized, the whole of the ovary generally withers away, and drops to the ground. Ovules that have not been fertilized, are often found side by side with others that have grown into perfect seeds, in the core of the apple and in the pod of the common green pea supplied by the kitchen garden. To promote this wonderful process, and to insure its grand results, as far as possible, the most beautiful contrivances are made use of. If the flower be pendulous, the pistil is longer than the stamens, so that the fertilizing pollen, in its fall by gravitation towards the earth, shall be captured and forced to accomplish its proper design; does the flower grow erect, the stamens are the longer parts, again that by gravitation their pollen may fall upon the crown of the pistil. While the process of fertilization is going on the flower is apt to close at night; and when rain begins to fall, so that cold and wet may do no injury, the petals frequently draw together as if it were sunset, and form a natural pent-house over the centre. Let the sun shine bright and warm, and the petals spread out widely, forming mirrors and reflectors which cast back the light and warmth upon the delicate apparatus in the centre. Every change in

the condition of the air and sky, is anticipated in the plan and the economy of the several parts, so that every possible advantage may be taken of what is favorable, and all adverse conditions be promptly guarded against.

Many flowers, it is true, are so constructed as to be incapable of self-defence. These, however, are generally of a form that is already sufficient security, or, they are so poised upon the stalk that the wind sways them round, and instead of closing, they are able to turn away their faces. So beautiful and ingenious are the expedients that allure our interest at every step! All this, moreover, is a part of the vesture of the "grass of the field;" for the appeal of the little things of nature, whether it be lily or speedwell, primrose or golden loose-strife, that we contemplate, consists not only in the substance; it lies as much in their methods of life, and in the innumerable designs for their prosperity which we behold thus effectuated, and "if God so clothe" *them* with all the tenderness of care—ah, me! may the teaching not be lost!

THE PAST YEAR.

YOU look back over the past year, and you feel sad. You see that the school has not become what you ardently hoped—nor has the work you have expended brought forth the fruit you expected. You feel in fact somewhat discouraged; perhaps you are very much discouraged.

Or, again, you have made the school a good one, but you look into your purse and how little there is in it! Perhaps you need to take a journey to see friends or to restore health; perhaps you need better clothes—you may, in fact, have been left out of your rightful place in society for lack of suitable garments—and after a noble work for others you have nothing to show for it. You feel discouraged that labor so valuable as yours is so poorly recompensed, and you begin to think of entering another work. That may be best; but the feeling of discouragement over the pecuniary results—let us look at that. The teacher must never expect to be fully repaid in money, clothes, or position for his labor. He must be willing to do good for its own sake, and receive a very moderate pecuniary remuneration. It may seem hard that the community should profit so much by his labor, and he so little. It may seem hard that he should get so little for his severe work, and another with less education and less work get so much more. We counsel every one not to allow any discouragement to enter his heart, because his pay is inadequate. No one can be paid in full for efforts to do *good;* only in part are all workers for the welfare of others recompensed. But if you feel sad, as you often may, that you cannot purchase the books, clothes, or furniture that you need, you can and must still be true to yourself. Determine that you will do your work well, be the pay never so small. Many a man has brooded over his pecuniary rewards until he has become sore. He may allow himself to desert his principles and to do his work less carefully. Let him beware; such a temptation must be resisted.

Let him remember that he has an aid in One who knows his needs; it is no small consolation that he is working in the same line with his Maker. It may not be perfectly clear how it will end; faith is needed. But it does not follow that he must teach if it fails to give him a living. Careful consideration may show him other work more remunerative. It does not follow that he must cease doing good if he leaves teaching. Most teachers lack the enterprise to strike out anew; they prefer to cling to the wreck year after year. Let your heart counsel you—take courage. Determine to improve your condition. Yield to no discouragement. The past year may be a stepping-stone to a prosperous future.

N. Y. School Journal.

SCHOOL-ROOM DECORATION.

MISS S. H. GAMBLE.

IN the newspapers and magazines of each returning season we read with interest the latest modes of decorating self; but we are a band of laborers who have not wherewith to array ourselves in "purple and fine linen," so we turn our attention in other directions, one of which is the decoration of our school-rooms.

Our Father shows His great love for the beautiful in the rich, green fields and meadows, in the mossy rocks and glens, the gay plumage of birds, the silvery moon and golden sunlight, the deep blue sky and ever-changing clouds, the grandeur of old ocean, the glories of the everlasting hills, and the gorgeous drapery of the autumnal forests. As He so evidently loves everything fair and bright and beautiful, our efforts to copy, as far as we can, all that is beautiful in na-

ture must be pleasing to Him. There exists some germ in every human heart which might develop itself into artistic beauty were it not left to perish from neglect, or lie overgrown with rubbish.

There are many busy people who go through life thrusting aside from their path everything beautiful, not stopping even to pluck a flower by the way lest they should waste their precious time. There are others who think flowers fit messengers of love and sympathy for their sick and suffering friends. They decorate the graves of their loved ones with flowers; fashion them into bouquets to ornament their own rooms; send Sisters of Mercy with them to the hospitals, jails, penitentiaries, and workshops, to gladden the hearts of the weary ones with their brightness and beauty; but they send none to the school-room. If the little ones become weary, there is little that is pleasing or attractive for them to rest their weary eyes on for a minute. I have seen schools so stiffly kept, that I feared even to take up a book lest I should forget which side I had found uppermost. Everything had the prim and constrained air of the one who reigned supreme.

A taste for the beautiful should be cultivated in the school-room. Now I think I hear some one saying, "It is all well enough for those with plenty of money to indulge in such tastes, but as for me I cannot afford them; although I like to see pretty things as well as any one if I could only afford them." Well, even if you are as poor as you think you are, you may still afford to cultivate beauty. If you have a stock of feminine ingenuity and possess that something which Yankees call "faculty"—which means brains to invent and hands to execute—you have that which will ensure you more than money can buy. It is only by drawing upon their fertile brains that teachers of small means can supply the lack of wealth and show that genius and taste may after all compete with gold.

It is a comparatively easy task to make a school-room attractive with abundant means at command; but it is a most stimulating and invigorating study in the opposite case. It calls out the dormant energies and faculties, excites enthusiasm, develops brain and finger work, and when we get these actively engaged it takes very little time and money to brighten even the dullest room, so that it may serve to shorten even the most tedious hour. We all need, that our lives may be prolonged, some recreation for the mind as well as for the body; something that will give us real pleasure, and yet suggest no thought of work. It is not always overwork that kills, but oftener monotonous work—the mechanical performance of the same duties day after day, week after week, and year after year. It is necessary then to cultivate a taste for the beautiful in nature and art, and thus have at least one oasis toward which to turn for rest and refreshment from the heat and weariness of toil.

Have plants in your windows. You say the sun never gets to your windows? Such a place, then, is not fit for children to live in, much less to study in. Don't shut the sun out of your rooms; let it in freely with its royalty of warmth and splendor. Have mottoes and pictures on your walls; let the sun's rays light up the glory of them, playing in aureoles around the heads of the little ones, passing from thence in golden bars upon the floor. The care of plants is very much like the care of children: you must love and tend them daily if you would have them smile upon you in return. "Perseverance therein to the end," is good religious doctrine, and is just as good when applied to plants.

I think I hear you say, "They are so much trouble." So is everything in this world that is worth having. Surely you will not grudge them a few minutes every day, which is all they need after you have once arranged them. If you do get the children interested in the work, I know there are willing little hands in every school that will deem it a pleasure to care for the flowers for their teacher's sake.

If you cannot afford a beautiful flower-stand, you can surely have a little window-box made, or even a simple shelf in your sunniest window where you may stand a few pots. There are so many plants that have a place in my affections that I scarcely know which to choose. Select those you love the most, but do not select large plants in full bloom or you will be disappointed, as I have been time and again, but rather take small plants or even slips to begin with. One of the prettiest ways of growing flowers indoors is in a hanging basket. Most of us can remember the time when a hanging basket was a novelty, and was looked upon as a curiosity. Hanging baskets, as a general rule, belong to the Baptist persuasion; they are not satisfied with sprinkling, but positively demand immersion. It is difficult, I might better say, impossible, to lay down any exact rule for watering them. We must not furnish water scantily lest we starve them, or too abundantly lest we drown them.

EXAMINATION OF TEACHERS.

BY SUPT. GEO. J. LUCKEY.

I THINK that it may be safely asserted that almost every device to which examiners have resorted to test the qualifications of applicants for the teacher's position has in a measure proved a failure. We are as frequently astonished at the marked success in the school-room of the holders of poor certificates, as we are at the deplorable failure of the best scholars. The difficulty appears to be that we have no way of determining the ability of the applicant to tell what he knows: we ask him questions, and are satisfied if he answers them in the words of the text books—a parrot might do the same—we have not the time, or do not take the pains, to have him explain his answers. He may murder the "Queen's" English while giving 90 per cent. of correct answers to questions in English Grammar, and we certify that he is *A. one* in grammar. He may solve eighteen out of twenty knotty problems in arithmetic, and yet be unable to explain clearly the simplest problems in every-day business life.

To avoid the difficulty above alluded to I have endeavored to arrange the examination so that the applicant may have full scope to explain the meaning of all his answers, and my plan has proved so satisfactory that I am induced to recommend it to others. For a number of years I have been convinced that the question and answer method of examination was an absolute failure, and I have resorted to other devices to test the qualifications of those who have appeared before me for examination. I have required each applicant to write a letter; to write upon some topic or topics of general information, and to show his knowledge of geography and history by giving a connected story on topics named. In grammar I have required him to correct false syntax and give his reasons for the corrections made.

In order that my plan may be fully understood, I submit the following lists which were given at the late examination for teachers' certificates held in the City of Pittsburgh, in the month of May:

LETTER WRITING.

(Penmanship to be marked upon this.)

Write a letter to a friend, informing her of the fact that you are teaching in the public schools. Give her an account of *your preparation for the work*, and the difficulties you met in obtaining your situation.

HISTORY.

Write an article on the United States, limiting yourself to the following points:

1. Her territorial growth.
2. Wars (not Indian), in which she has been engaged.
3. Treaties to which she has been a party.
4. Her progress in material prosperity.
5. Her Constitution.

GENERAL INFORMATION.

Write a short article on each of the following topics:

1. U. S. Weather Bureau.
2. Free trade.
3. Strikes and Trades-Unions.

THEORY OF TEACHING.

Write an article, giving your views on the best methods of teaching the following subjects to beginners:

Reading, spelling, writing, and the correct use of language.

BUSINESS FORMS.

W. H. Jones paid Thomas Andrews $383.74, which was the entire amount of his indebtedness to said Thos. Andrews. Write the necessary receipt.

Chas. Reisfar, Jr., desires to have an $800 note discounted at the First National Bank of Pittsburgh for 90 days. Mark Lewis agrees to become his endorser. Prepare the note and draw a check for the proceeds, the rate of discount being 8 per cent.

Jno. T. Daniel bought of J. N. Smith, the following articles: 60 lbs. of granulated sugar @ 10½c.; 100 lbs. of crushed sugar @ 12c.; 50 boxes candles, 143 lbs. @ 15c.; 5 bags Porto Rico Coffee, 150 lbs. @ 15¼c. Make out bill for the above.

ARITHMETIC.

1. Write out such an explanation as you would give you pupils for inverting the terms of the divisor, in fractions.

2. A grocer sold flour which cost $6 a barrel for $7.80. If the flour had cost $9 a barrel, what would it have been necessary to sell it for in order to make the same per cent. as when sold for $7.80 per barrel?

3. If wool that cost $0.60 per pound loses 45 per cent. in cleansing, at what price per pound must it be sold to gain 33⅓ per cent. on the cost?

4. A commission merchant charged $25.50 at 2½ per cent. for selling 120 barrels of flour; what did he sell it at per barrel, and what did he pay over to the owner?

5. If a pipe 2 inches in diameter will fill a cistern in 20¼ minutes, how long will it take a pipe that is 3 inches in diameter?

6. When gold is 110 my salary in gold is $1,785 in currency; what would it be worth in currency if gold were 115?

7. If in 16 days of 9 hours each, 9 bricklayers lay a wall 96 ft. long, 21 feet high and 1¼ feet thick, in how many days of 11¼ hours each can 12 bricklayers lay a wall 126 feet long, 28 feet high and 1½ feet thick.

8. If 10 bushels of wheat yield 2 barrels of flour, and a barrel of flour is 196 lbs.; how many bushels of wheat will be required to make 3,332 pounds of flour?

9. A man sold 2 horses for $250? On one he gained 25 per cent., on the other he lost 20 per cent; did he gain or lose, and how much, if he received for the second ⅔ as much as for the first?

10. Will I gain or lose, and how much; if I buy 112 shares of the stock of a Transportation Company, at 17 per cent. premium, and after receiving a dividend of 9 per cent., sell it at 8 per cent. less than it cost me?

GEOGRAPHY.

Write an article embodying the following topics:

1. Rainless districts—locate and account for.
2. The different water highways from St. Petersburg to Shanghai.
3. Tides—their cause and effect.
4. Europe—her products and exports. Five of her leading nations and their forms of government.
5. Chief commercial centres of the world—their location and description.

DRAWING.

1. Draw and define a Cube.
2. Draw and define a Frustum of a Pyramid.
3. Give a correct rule for the construction of a regular Heptagon.
4. Draw a regular Heptagon, according to your rule, whose sides shall be a quarter of an inch broad and two inches long. Interlace a vine around its sides, and fill in the centre with an original design.
5. With the Octagon, Ivy leaf and straight lines, construct an original design.

NASHVILLE, TENN., MAY 26, 1883.

MY DEAR COUSIN: Having returned from a extended tour in the South, I propose to give you a short and spicy account of what I seen since I left the Smoky City. The mansion of the rich and the negroes hut was alike new sights to me. While in Virginia, I become acquainted with a number of persons, whom tradition says, has descended from Pocahontas. I cannot see, no more than many others, why they boast of their ancestry, but I expect they have little else to boast off.

In making light of some of their peculiar notions, I placed myself in a dilemma where I found it quite difficult to extricate myself gracefully. I, however, apologized for my indiscretion, and it was excepted. There was one peculiar thing about the colored people in the last section which I visited, viz: That each one appeared to be attending to their own business. At every station a crowd of well-behaved men and boys were assembled, talking to each other on the weather, crops, &c.

My friend, Miss Jones, becoming quite ill, left me at Savannah, where she laid in a dangerous condition for over a month, and during that entire time, her mother set up with her every night. Mrs. Jones and her two daughters, Mary and Alice, was with us from the beginning of our journey, and were very enjoyable companions. Mary was more beloved, but not so much admired as Alice.

In your last letter, you spoke of expecting a number of visitors during the summer vacation, and I greatly wondered who you alluded to. While on board the boat, we done much reading, and we were greatly pleased with a number of books we read. We all agreed that Draper's Intellectual Developement of Europe was one of the best books that has ever appeared. I have enjoyed this trip so much that I am determined that you will accompany me on my next jaunt southward.

Yours Affectionately,
MARY J. ADAMS.

MISS EMILY BURNS,
Boston, Mass.

DIRECTIONS.

Divide each page of your manuscript into two equal parts by a line down the middle of the page. Write the letter as printed on the right-hand side, and *underscore all errors*. On the left-hand half of your manuscript correct the errors, and give the reason for the correction.

The examination for admission to the High School is conducted in the same manner.

NOT TOO INTENSE.

THE danger of the primary school suffering from indifferent teaching is lessening rapidly in those localities where an interest is taken in educational matters, and we must begin to guard against the opposite evil. The teacher who does not gain the highest idea of her profession is liable to injure the primary school by being too intense. Little children, with their native playfulness, with their coltish frolic abounding in their thought and emotions, need to be balanced, directed, led out into habits of acquiring such knowledge as they can grasp; but they must on no condition be stimulated.

All that the little child learns under the pressure of intense teaching, or enthusiastic ardor, is as certain to work mischief as the intoxicant does by stimulating unduly the action of the stomach and brain. The child at eight years of age that knows nothing of books, even the simplest words, and is totally ignorant of numbers, is better off than the child that is far advanced in knowledge at that age through the pressure of intense teaching. Jonathan Swift could read any chapter in the New Testament at the age of three, but when he had completed his college course he was so stupid that a lenient faculty could find no excuse for graduating him, and gave him another year in which to "pony up"—but when his pro-

bation ended, he knew less than before. The intense teaching of his infancy exhausted his brain-power too rapidly.

Every principal of a large building, where the grammar-master is allowed to have charge of the primary schools, knows how frequently children who were prodigies in the lower rooms fail to develop afterward; and the grammar-school teachers frequently have the blame of the stupidity of children that used to be very bright, when, if the truth could be known, the intensity of the primary-school teacher drew upon the young mind too strongly, and exhausted its best powers too early. The teacher who has the best methods may safely trust them with gentle fervor on her part to work out successfully the mental unfolding of the child, without intensifying it with her personality.

Primary Teacher.

VERBAL STUMBLING BLOCKS.

MANY persons of intelligence sin against good English because they cannot decide on the instant about the suitable case for the pronoun after certain verbs and prepositions. Even authors of repute fall into such errors.

"And everybody is to know him except *I*."—George Meredith in "The Tragic Comedies," vol. 1, p. 33.

"It was known to be *him*."—*To be* takes the same case after it as before it.

"I knew it to be *he*." *Him; it* is subject of the infinitive *to be*, and hence in the objective case, the pronoun after *to be*, therefore in objective.

"Let's you and *I* go:" "Let *I* go," is of course wrong—say *me*. Properly, Let's go, *i. e.*, let us go, or let you and *me* go.

"He is as good as *me*:"—say *I*, "as I am good."

"She is as tall as *him*:"—say, as *he*.

"You are older than *me*:"—say, than *I*.

"Nobody said so but *he*:"—say, but *him*. *But* is a preposition.

"Every one can master a grief but *he* that hath it:"—correctly, but *him* that hath it (him it mastereth).

"John went out with James and *I*:"—say and *me*.

"You are stronger than *him*:" correct, than *he* (is strong).

"Between you and *they*:"—right, and *them*.

"Between you and *I*:" correct, and *me*.

"He gave it to John and *I*:"—and *me*.

"He sat between him and *I*:"—and *me*.

"You told John and *I*:" and *me*.

"He expects to see you and *I*:" and *me*.

"You were a dunce to do it. Who? *Me?*"—say *I*: am *I* a dunce to do it?

"When are you going? Who? *Me?*"—say *I*: am *I* going?

"*Who* do you mean?"—say *whom*.

"Was it *them?*"—say *they*. The principle for cases before and after *to be* applies.

"If I *was him* I would do it:—say, *were he*.

"Was it *him?*"—say *he*.

"For the benefit of those *whom* he thought were his friends:"—say *who*. *Who* is subject of *were*.

"*Who* do you take me to be?" "*Who* should I meet the other day?" "*Who* is it by?" "*Who* did you give it to?" "*Who* to?" "*Who* for?"—should be *whom*, because in each case the pronoun is the object of a verb or preposition.

"*Who*, of all the men in the world, do you think I saw to-day?" "*Who*, for the sake of numerous services, the office was given to:" should be *whom*.

"*Whom*, of all the men in the world, do you think, *was* chosen to be sent as an ambassador?" "*Whom*, for the sake of his numerous services, *had* an office bestowed upon him."—These are nominative cases, and ought to have *who*. In the two cases above these, the cases are objective, and should have *whom*.

THE correction of errors in speech forms an important part of the requirements of the course of study in every grade. The Teacher's Manual suggests that these corrections shall be made incidentally as the errors arise in the class-rooms, and also that there be "oral exercises specially adapted to this purpose." Teachers meet these requirements in various ways and with various degrees of success. The "oral exercises" are practically the most important, for they are in the nature of a review, and, where properly conducted, make the most permanent impression. The whole struggle is with bad *habits* in speech; and it is soon found that an error, such as "I seen him," is not to be removed by merely *incidental* correction, but demands such treatment as shall tend to form a *counter habit*. This requires time, persistence, repetition, and, above all, spirit and method. One of the best plans in general use may be briefly stated. The "incidental corrections" are roughly jotted down, and from these a suitable selection is made from time to time and jotted in a book. Once or twice a week the material thus accumulated forms the basis of a brief but spirited oral exercise. The teacher reads, "He done it." The pupil whose turn it is, says. "He *done* it. Wrong; *done* for *did*; he *did* it." He thus points out the error, corrects it, and may then contrast the right use of the word with the wrong use.

The teacher reads, "Is the books ready?" The pupil repeats and then says, "Wrong; *is* for *are*; *Are* the books ready?"

The teacher reads, "I knowed my lesson." Pupil, "I knowed my lesson. Wrong;

knowed for *knew*; I *knew* my lesson. There is no such word as *knowed*."

In the same way gross mispronunciation, such as the-ā-tre for theatre, gross misuse of words, as *awful* for *very*, slang, and other "errors of speech," may be and are systematically and successfully combatted.—*N. Y. City Report.*

HORACE MANN.

BY PROF. W. F. PHELPS.

ON receiving his appointment as Secretary of the Massachusetts Board of Education, in 1837, Mr. Mann at once withdrew from all professional and business engagements whatever, so that no occupation but this might burden his hands or disturb his thoughts. He even disconnected himself from all association with political parties, and during the entire period of his secretaryship, it is said that he never attended a political caucus, meeting, or convention of any description. He was determined to be seen and known only as a promoter of education. While he deeply sympathized with all the reforms of the day, he knew how obnoxious they were to large classes of the people whom he desired to influence for good; and as he could not do all things at once, he sought to do the best things first, and those which lay in the immediate path of his duty.

Events soon justified the wisdom of his course. The Board was subsequently assailed most violently by political partisans, by anti-temperance demagogues, and bigots after their kind, and nothing but the utter impossibility of attributing any motive or purpose to its secretary but absolute devotion to his duty saved it from destruction. It is affirmed by one of Mr. Mann's biographers, that during the twelve years' period of his services as Secretary, no opponent of the cause, or of his views of conducting it, was ever able to specify a single instance in which he had prostituted or perverted the influence of his office to any personal, partisan, or collateral end whatsoever.

Few labors ever undertaken by man have relations so numerous, or touched society at so many points and these so sensitive, as those in which the Secretary was at this time engaged. Says his biographer:

The various religious denominations were all turned into eyes, each to watch against the encroachments upon itself, or favoritism towards others. Sordid men anticipated the expenditures incident to improvement. Many teachers of private schools foresaw that any change for the better would withdraw patronage from their own; though to their honor be it said that the cause of public education had no better friends than many private teachers proved themselves to be. But hundreds and hundreds of wretchedly poor and incompetent teachers knew full well that the daylight of educational intelligence would be to them what morning dawn is to night-birds. Bookmakers were jealous of interference in behalf of rivals; and where there were twenty competitors of a kind, Hope was but a fraction of one-twentieth, while Fear was a unit.

These and a score of other causes combined, conspired to make Mr. Mann's position one of peculiar embarrassment at that particular time, when the cause of educational reform was just in its infancy. There was a spirit of conservatism to be overcome, and, more formidable still, the spirit of pride in the then existing condition of the schools, a pride which had been fostered for a century among the people, not because their schools were as good as they should be, but because they were so much better than those of neighboring States. And then, again, this is a cause in which it is impossible to excite any such enthusiasm, since its rewards lie so much in the remote future, as in those where the investment of means may be refunded with usury on the return of each anniversary or quarter day. Questions respecting the education of the whole people touch the whole people. Commerce, agriculture, manufactures, transportations, are class interests. Each is but a segment of the great social circle. But Education is a universal interest. It is a problem which everybody undertakes to solve; hence, ten thousand censors rise up in a day. It is an interest not too low to be noticed by the highest nor too high to be adjudicated upon by the lowest.

Such considerations as these tend to show the multifarious relations of the cause of education to society at large, and to the interests, hopes, and prejudices of each of its classes, while they suggest the extremely delicate position in which the great pioneer in American educational reform was placed. His was the task to superinduce a vigorous system upon a decrepit one; to effect changes in almost absolute laws; to promote the organization of new districts; the building of suitable school houses; the proper classification of pupils; the efficient supervision of the schools; the improvement in books and methods of instruction, and to bring about a revolution in the motives and plans for discipline. He must labor to improve the qualifications of teachers; to ex-

pose the evils of sub-administration, and devise wiser modes of collecting statistics.

Mr. Mann, in assuming the duties of his office, availed himself of these three instrumentalities of influencing the public mind: Public lectures addressed to conventions of teachers and friends of education, held annually in each county of the State. These lectures were adapted to popular and promiscuous audiences, and were wonderfully calculated to awaken a lively interest, and enlist parental, patriotic and religious motives in behalf of the great work in hand. 2. The report which he was required annually to make to the Board of his own labors, and of the condition and wants of the schools under his supervision. In these he presented more detailed expositions of the needs of the cause of education, of the relations that it sustains to the interests of civilization and human progress. 3. In the *Common School Journal*, conducted on his own responsibility, he gave detailed and specific views as to modes and processes of teaching and training, together with the best management of schools.

Of the many lectures which he delivered, seven were published in a volume prepared for the press by special request of the Board in 1840. The subjects of these lectures are:

1. Means and Objects of Common School Education. 2. Special preparation a Pre-requisite to Teaching. 3. The Necessity of Education in a Republican Government. 4. What God Does, and what he Leaves for Man to do, in the Work of Education. 5. An Historical View of Education, showing its Dignity and its Degradation. 6. On District School Libraries. 7. On School Punishment.

It has been well remarked that these lectures alone are sufficient to establish for him, or any other man, a permanent reputation as an eloquent writer and profound thinker in this department of literature. None but those who have been privileged to listen to Mr. Mann, can gain any adequate idea of the fascination of his personal presence, or the matchless power of his mighty eloquence.

His annual reports, of which there are twelve, are master-pieces of composition, both as to matter and style. They are an enduring monument of his well-directed zeal as a public officer, and of broad, comprehensive, and practical views of educational improvement. If we were called upon to suggest the most effective means for inspiring a new departure in educational reform throughout the land. we could think of nothing more potent than the republication in popular form, and the universal distribution of some of the leading addresses and the twelve annual reports of Horace Mann. They would prove to be a new birth and a new baptism of inspiration to the slumbering, and it is to be feared the declining, popular interest in that which should be the supreme duty of the American people—the cause of universal education. Not even a synopsis of his reports would be possible within the limits of this brief and imperfect notice of the great Secretary. Such an epitome may be found in the first volume of Barnard's Educational Biography, to which the writer is greatly indebted for most of the facts embodied in this imperfect sketch. It covers fifteen finely printed pages, and we can not resist the temptation to insert here the closing paragraph:

In a brief Supplementary Report, with his usual thoughtfulness for the welfare of others, he suggests to the Board that his successor will need an office (which he never had), a clerk, and some compensation for his traveling expenses; and incidentally, though with great modesty, he unveils a part of his own arduous labors. He had averaged fifteen hours' labor per diem, from the time of taking the office, had never had a day of relaxation, and we may add, what he did not, had expended more than half of his salary for the cause of education.

SWISS EDUCATIONAL CONGRESS.

BY A. REICHENBACH.

EACH of the French cantons of Switzerland has its association, as each State here. Every two years these cantons join in a general association which they call a Congress. The 24th, 25th and 26th of July, 1882, were the days for the last meeting of this Congress, in the attractive little city of Neuchatel.

Let us suppose the reader to be a member or an invited educator. You receive *L'Educateur*, the organ of the Congress, for July 1st. The first article gives information about the next meeting. Before reading it you will probably notice a green card 5x6 inches, with proper heading, dates for the meeting, privileges of members, and other matters usually found upon cards of membership. It contains the words "*Carte de Legitimation*," after which there is a blank space for the name and address of the holder, to be inserted by himself. This card entitles the holder, (1) to half-fare tickets on all the Swiss railways, (2) to participation in the deliberations of the Congress, (3) to free entertainment during the sessions of Congress.

You now turn to the above-named article and find in it a word about the card and about the detailed programme sent with the journal. Then you read that France will be represented by one of her most distinguished educators; that Italy and Germany will send delegates; and that the Minister of Public Instruction of Belgium will doubtless reply favorably to the letter of invitation to send delegates. Farther on you read that the heads of the Departments in the French cantons issued circulars to their respective school boards, granting holidays to the teachers, which always means that their pay goes on while they attend the Congress.

You now turn to the programme inclosed in the journal. You find it to contain the following, the days and hours being here omitted:

1. Meeting of "Central" committee, executive committee, and committee on organization.

2. Distribution of badges, entertainment cards, and tickets to the social reunions and literary entertainments.

Young men in uniform and wearing badges of white and blue ribbons, will accompany all who are not acquainted, from the station to the Boys' College, where there is an office of reception for ladies, and one for gentlemen from abroad, and one for the gentlemen from each canton represented. The tickets are purchased here at $1.40 each, but the entertainment cards and badges cost nothing. Members receive a ribbon having the colors of the flag of Canton Neuchatel; namely, red, white and green. Educators from abroad are furnished with a red and white rosette to represent the colors of the Swiss flag. Members of committees have these two badges united in one. The president of the Congress, the head of the Department of Education of Canton Neuchatel, is honored with a rosette fringed with gold.

An office for giving general information, receiving letters, telegrams, etc., will then be shown to the stranger, after which one of the young men in uniform will accompany him to the place of entertainment named on his card.

3. Forming in procession at the Boys' College and marching to the "Temple." This is a church, and will seat more people than any other building in the city.

4. Devotional exercises, music, address of the president, Each session closed with music.

5. Discussion of topics begun.

First Topic:—Complaints are made that our young people, several years after leaving school, possess comparatively little of the knowledge attained while at school. What means are to be employed to prevent a recurrence of this in the future?

Second Topic:—Are our annual examinations an expression of the culture and knowledge of the pupils examined? What improvements might be made?

Third Topic:—Is the secondary school so organized as to carry forward the instruction given in the primary, without disadvantage to the latter, and does it, at the same time, do justice to its own course of studies, in trying to prepare for superior instruction?

6. After each day's work, an excursion on the Lake, social reunion, literary entertainment.

7. Reports of committees, resolutions passed, place selected for next Congress, election of officers, and appointing committees.

The public buildings, observatory, and museum, are free to all attending the Congress.

THE PRIMARY TEACHER.

THE leaders of thought in the literary and scientific world, no less than amongst our foremost educators, appreciate the immense importance of securing the best teachers for the primary departments. In some recent remarks upon elementary teaching, Prof. Huxley says:

There are a great many people who imagine that elementary teaching might be properly carried out by teachers provided with only elementary knowledge. Let me assure you that that is the profoundest mistake in the world. There is nothing so difficult to do as to write a good elementary book, and there is nobody so hard to teach properly and well as people who know nothing about a subject; and I will tell you why. If I address an audience of persons who are occupied in the same line of work as myself I can assume that they know a vast deal, and that they can find out the blunders I make. If they don't it is their fault and not mine. But when I appear before a body of people who know nothing about the matter, who take for gospel whatever I say, surely it becomes needful that I consider what I say, make sure that it will bear examination, and that I do not impose upon the credulity of those who have faith in me. In the second place, it involves that difficult process of knowing what you know so well that you can talk about it as you can talk about your ordinary business. A man can always talk about his own business. He can always make it plain; but if his knowledge is hearsay, he is afraid to go beyond what he has recollected and put it before those that are ignorant in such a shape that they shall comprehend it. That is why, to be a good elementary teacher, to teach the elements of any subject, requires most careful consideration if you are a master of the subject; and if you are not a master of it, it is needful you should familiarize yourself with so much as you are called upon to teach—soak yourself in it, so to speak—until you know it as a

part of your daily life and daily knowledge, and then you will be able to teach anybody. That is what I mean by practical teachers, and, although the deficiency is being remedied to a large extent, I think it is one which has long existed and which has existed from no fault of those who undertook to teach, but because, until within the last score of years, it absolutely was not possible for any one, in a great many branches of science, whatever his desire might be, to get instruction which would enable him to be a good teacher of elementary things. All that is being rapidly altered, and I hope it will soon become a thing of the past."

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JULY, 1883.

E. E. HIGBEE. - - - - J. P. McCASKEY.

THE Pennsylvania State Teachers' Association, as already announced, will hold its next annual session in Williamsport, July 10, 11, 12—Tuesday, Wednesday, and Thursday. The work of the local committees at Williamsport has been well done thus far, and they will co-operate heartily to the close. This meeting has been more extensively advertised than any held before, and there are assurances from every quarter that the leading teachers of the State will be present in large numbers. Williamsport is one of the most attractive cities in the State, and the scenery along the railroads leading to it is unsurpassed. Besides, it is on the direct route to Watkins Glen and Niagara Falls.

At this time of writing, nearly a month in advance of the meeting, the Executive Committee are still in correspondence with persons invited to read papers, and therefore the regular programme to be sent to superintendents and teachers may have some names and topics not found below.

PROGRAMME.

TUESDAY, JULY 10TH.

10 A. M.—*Opening and Organization.*

Addresses of Welcome—Supt. S. Transeau, on behalf of the teachers of the city: Supt. C. S. Riddell, on behalf of the teachers of the county; Hon. Henry Parsons, Mayor, on behalf of the citizens.

Reply—Dep. Supt. Henry Houck, Chairman of the Executive Committee.

Inaugural Address—Dr. N. C. Schaeffer, Principal Keystone State Normal School.

Tribute to the Memory of Miss G. B. Robertson, a deceased member, who taught in West Pittston—Miss Mary J. Carr, of Shamokin; to be followed by remarks of Supt. R. M. McNeal, of Dauphin county.

8 P. M.—*Address*—James MacAlister, Esq., Superintendent of Philadelphia.

The Kind of Education Demanded by the Times—Prest. Geo. W. Atherton, Pennsylvania State Agricultural College.

WEDNESDAY, JULY 11TH.

9 A. M.—*Reading in our Public Schools*—Miss M. Fanny Boice, Chester county.

Our Normal Schools and their Defects—Dr. A. N. Raub, Principal Central State Normal School.

The Public High School—Prof. J. D. Geyer, Principal High School, Wilkes-Barre.

Culture to be Derived from Science—Prof. Isaac Sharpless, Haverford College.

8 P. M.—*Exhibition by a Class of Indian Children from Carlisle Training School*, under Capt. R. H. Pratt.

Rapid Drawing and Sketching with Chalk and Charcoal—Prof. Geo. E. Little, Washington, D. C.

Calisthenic Wand Drill—By a class of young ladies in charge of Miss Fanny Nash, Williamsport.

Note.—Special programmes for this evening will be prepared and circulated early in the meeting.

THURSDAY, JULY 12TH.

9 A. M.—*Defects in our System of Graded Schools*—Supt. Thos. M. Balliet, Carbon county.

Criticisms on Modern Methods—Miss Sarah Burns, Lancaster county.

Supplementary Reading in Pittsburgh Schools—Supt. George J. Luckey.

8 P. M.—*Address*—President Moffat, Washington and Jefferson College.

Address—"*The Next Step*"—Hon. J. P. Wickersham, LL. D., Lancaster county.

Address—Hon. E. E. Higbee, D. D., Superintendent of Public Instruction.

Brief Remarks by Citizens and Members of the Association.

Note.—The Papers will be short, and each will be subject to free and full discussion.

MUSIC.

General Singing by the Association to be led by Prof. Wm. B. Hall, of Lancaster. Music for this purpose has been selected, and a copy of it will be given to each member.

The Repass Orchestra will be present at each evening session.

The following well-known specialists have promised to be present, and will appear at different times: Miss Belle McClintock, soloist, Meadville; Profs. E. O. Excell, soloist, Meadville; W. B. Hall, soloist, Lancaster; Geo. C. Young, pianist, Kutztown; and Rest Baker, violinist, Lebanon.

EXCURSIONS.

Free excursion on Susquehanna river to famous Boom and Saw Mills.

To Watkins Glen, on Friday. Fare for round trip three dollars, which includes admission to the Glen, and an hour's ride on the lake. The price is less than half fare.

The various committees, the hotel rates, and the railroad arrangements have already been published in these columns. The following are the names of the

OFFICERS OF THE ASSOCIATION.

President—N. C. SCHAEFFER, Kutztown, Pa.

Vice-Presidents—Miss H. E. Brooks, Supt. Lackawanna county, and W. H. Shelley, Supt. York borough.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—John Morrow, Supt. Allegheny City.

Ticket Agent—J. Fletcher Sickel, Philadelphia.

Executive Committee—Dept. Supt. Henry Houck, Chairman; Supt. G. W. Weiss, Schuylkill; J. A. M. Passmore, Pottsville; Miss Nannie Shannon, Pittsburgh; Miss Elizabeth Lloyd, Bucks.

Enrolling Committee—L. B. Landis, Allentown; Supt. D. S. Keck, Berks; A. F. K. Kraut, Lehigh; Supt. J. W. Harvey, Chester; Supt. M. L. Knight, Beaver Falls.

HENRY HOUCK,
Chmn. Ex. Committee.

IN the recent death of Jason W. Eaby, Carlisle loses an excellent school officer whose continuous term of service has been longer than that of almost any other man in the State. He was connected in an official capacity with the schools of the borough almost from their organization in 1836, having served as Director from March 27, 1837, to March 25, 1843, when he was elected Treasurer of the School Board. This position he held until his death, which occurred May 23, 1883. Nearly fifty years of good work in connection with so great an interest is a worthy epitaph for any man.

HON. ANDREW D. WHITE, President of Cornell University, says the co-education of the sexes is a good thing. No scandals have arisen at Cornell growing out of the system. Indeed, as regards morals, the young women have acted as a restraint upon the young men. The results have been better scholarship and better deportment. He remarks: "We find in the classes that men outrank women in study, and that two or three of them will be far ahead; but we also find that, taking the class altogether, women have a better average—that is, a better general average. Taken altogether, the results thus far have fully realized the most sanguine hopes of the friends of co-education."

THE possibility of greatly increasing the usefulness of young workmen, by systematic training in the use of tools, has been sufficiently demonstrated in the Mechanical Handiwork Department of the Spring Garden Institute, in Philadelphia. That boys can be so educated, while at the same time receiving the usual public-school education, not only without injury to the health, but with positive benefit thereto, has been demonstrated in the Manual Training School of St. Louis. The boys have given about two hours a day to practice in the shops, and have continued their other studies in the public schools. The Manual Training School is organized on the Russian system, and is intended to educate the hand and eye for all kinds of labor requiring skill in the use of tools, and not to teach particular trades. These, it is held, can be readily acquired by the trained boys when they have determined what occupation they will follow. All the pupils are taught drawing as a necessary part of their mechanical training.

THE Normal School at Hampton, Virginia, at its recent commencement graduated thirty pupils, nine of whom were Indians. This interesting experiment in the co-education of races is achieving results far beyond the earlier anticipations of its founders. The school now owns six hundred acres of land. The general government allows $167 a year for each Indian pupil. There are forty endowed scholarships and some invested funds yielding four thousand dollars annually. From the national land grant ten thousand dollars a year is allowed to the school by the State of Virginia. Other requirements of support are furnished by the farm, the dairy, and mechanical products. 109 of the 582 students this year are Indians. There are 343 young men and boys and 239 girls. The property of the school includes Wenonah Lodge, a fine building devoted to the use of Indian girls; an industrial school, a dormitory for Indian boys, a machine shop for finishing, and a first-class saw-mill equipped with a fine Corliss engine and the latest machinery.

The plant of the Institute is valued at three hundred and fifty thousand dollars, and on this there is not a dollar of indebtedness. In all the shops Indian and negro youth work side by side in perfect harmony. The agricultural and mechanical tasks which form the basis of the institution are entered into with spirit by both races. In the shoe shop a genuine Zulu, imported by Barnum, works beside the son of a New Mexican

Indian chief. All are taught the great lesson of self-help, and go out among their kinsmen well equipped to impart to others the knowledge they have gained.

The work doing in our own state, at the old Carlisle barracks, in what is purely an Indian school sustained at the cost of the general government, is a marvel to all who have become acquainted with it. A feature of much interest in the programme of the State Association at Williamsport will be an hour with a class of these Indian children and Indian youth on the platform.

THE Rev. Morgan Dix, rector of Trinity Church, New York, during the season of Lent this year delivered six lectures which attracted much comment at the time and called out large criticism. The reverend author, finding himself incorrectly reported and grossly misrepresented by his critics, has published through Messrs. Appleton & Company, of New York, his entire six lectures just as they were delivered. The following are the subjects of the lectures: "The Place of Woman in the World," "The Degradation of Woman by Paganism and Her Restoration to Christianity," "The Education of Woman for Her Work," "The Sins of Woman against Her Vocation," "Divorce," and "A Mission for Woman." Those advocating what is termed "woman's rights" will doubtless find many assertions to condemn, but at the same time they will have to magnify the work of woman if they exalt it above the large estimate of the author. The style is dignified, grave, and elegant, and the lecturer at no time stoops to railing or invective. The questions discussed are those about which the best men and women differ, and, as they are questions of the gravest import to society, the best and calmest thought should be directed to their discussion. The way of progress surely lies towards the broadest field of labor, and the largest liberty of choice for men and women alike.

THE School Board of the city of Cleveland, Ohio, has recently passed an order disapproving of the erection of school houses more than two stories in height, and has addressed a circular to architects, offering a premium of $500 for the accepted plan of a primary and grammar school *two stories high*, to contain sixteen rooms, with a full basement under the building, to be so constructed that four to eight rooms can be added to it at any time without interfering with the rooms in the building or its symmetry; to be heated and ventilated in the best and most practical method; the rooms to be large enough to seat an average of sixty pupils; separate wardrobes in each room: to be provided with ample entrance to and exit from the building; to be substantial in all respects, neat and tasteful, but with no expenditure of money for mere ornamentation. The rooms shall be high enough for all purposes of health, but with due regard to economy in heating them. The following items also are named simply as suggestions to architects: 1. Rooms of such size as to afford fifteen square feet of floor per pupil; that is, nine hundred square feet for about sixty pupils. 2. Window-space not less than one-fourth of size of floor. 3. Height of room not to exceed fourteen feet. 4. Ventilation to introduce not less than thirty cubic feet of fresh air for each pupil per minute, and remove an equal amount of foul air from the level of the floor. 5. Heating arrangement so connected with ventilation as to secure even temperature that shall not differ materially in different parts of the room, and air to so enter as not to expose any of the pupils to unwholesome drafts. 6. Water-closet accommodation to be abundant, well ventilated, and the building thoroughly secure against sewer-gases.

THE BLIND are almost entirely without the privileges of periodical literature. *Kneass' Philadelphia Magazine for the Blind*, a periodical in raised letters, commends itself to the seeing public as a publication worthy of their hearty support. The publisher, who is himself without sight, has been engaged for a number of years in issuing books in raised letters, among which, in addition to the magazine mentioned above, is *Kneass' Music Journal for the Blind*, printed in an easy and simple system of notation, and affording increased facilities in the profession of music, whereby many of the sightless become self-supporting. The success of the whole undertaking is due in a large measure to the encouragement extended by those who feel an interest in that class for which the books are especially designed. A number of seeing persons are subscribing to these periodicals for the benefit of their blind friends, and occasionally where no particular individual calls for their sympathy the choice of the recipient is left to the publisher, who invariably informs the subscriber of the party selected from the large number of those who are desirous but unable to obtain books which they can read with their fingers. And as by far the greater portion

of the blind are in circumstances which will not permit their subscribing, such benevolence is highly appreciated. It is the earnest desire of the publisher to establish these periodicals on a firm and continuing basis, which will not crumble when his own labors cease; and in order to accomplish this a permanent fund would be requisite to place the works within the reach of all blind readers. It is needless to say that such an establishment might contribute very greatly to the improvement and enjoyment of this sadly afflicted and most interesting class of people, than whom no other appeals more powerfully to the sympathies of Christian philanthrophy.

SUPT. THOS. M. BALLIET writes that preparations have been made by the teachers of Carbon county to hold a pic-nic, or social gathering, of the teachers of the State, on July 5th, at Glen Onoko, near Mauch Chunk, to spend the day in social enjoyment. The romantic scenery around Mauch Chunk—spoken of as the Switzerland of America—renders the place especially suitable for such a gathering; and the many points of interest to the visitor in the vicinity of Glen Onoko will, it is believed, insure a large attendance of teachers. As there will be frequent trains during the day between Glen Onoko and Mauch Chunk, there will be ample time for all who may desire to do so to take a ride over the Switchback Railroad, and visit the Burning Mine and other points of interest in the vicinity of Summit Hill. Should the weather be favorable, this will be a very enjoyable excursion, which can be taken in by many teachers on their way to Williamsport. Mr. Balliet extends a cordial invitation to all teachers and educators of the State to be present.

THE competent woman appears even in so mammoth an enterprise as the Brooklyn bridge. The New York *Times* prints a statement, that, since her husband's illness Mrs. Roebling has acted for him in his position as chief of the engineers' staff. "As soon as Mr. Roebling was stricken with that peculiar fever which has since prostrated him, Mrs. Roebling applied herself to the study of engineering, and she succeeded so well that in a short time she was able to assume the duties of chief engineer. Such an achievement is something remarkable. To illustrate her proficiency in engineering one instance will suffice. When bids for the steel and iron work for the structure were advertised for three or four years ago, it was found that entirely new shapes would be required, such as no mill was then making. This necessitated new patterns, and representatives of the mills desiring to bid went to New York to consult with Mr. Roebling. Their surprise was great when Mrs. Roebling sat down with them, and by her knowledge of engineering helped them out with their patterns, and cleared away difficulties that had for weeks been puzzling their brains."

DISCIPLINE.—"I do not believe, "says John Stuart Mill," that boys can be induced to apply themselves with vigor, and, what is so much more difficult, with perseverance, to dry and irksome studies, by the sole force of persuasion and soft words. Much must be done and much must be learnt by children, for which rigid discipline and known liability to punishment are indispensable as means. It is, no doubt, a very laudable effort in modern teaching, to render as much as possible of what the young are required to learn easy and interesting to them. But when this principle is pushed to the length of not requiring them to learn anything but what has been made easy and interesting, one of the chief objects of education is sacrificed."

IN an admirable article on Modern Fiction in a recent number of the *Atlantic Monthly*, Charles Dudley Warner takes the ground that it is the first duty of a novelist to construct an interesting story. "The truth is," it is said, "that the faculty of telling a story is a much rarer thing than the ability to analyze character, and even than the ability truly to draw character. It is a natural gift, and it seems that no amount of culture can attain it any more than learning can make a poet." Speaking of the tendency of recent fiction he says:

"It is probably of no more use to protest against it than it is to protest against the vulgar realism in pictorial art, which holds ugliness and beauty in equal esteem; or against æstheticism gone to seed in languid affectations; or against the enthusiasm of a social life which wreaks its religion on the color of a vestment, or sighs out its divine soul over an ancient pewter mug. Most of our fiction, in its extreme analysis, introspection, and self-consciousness, in its devotion to details, in its disregard of the ideal, in its selection as in its treatment of nature, is simply of a piece with a good deal else that passes for genuine art. Much of it is admirable in workmanship, and exhibits a cleverness in details and a subtlety in the observation of traits which many great novels lack. But I should be sorry to think that the historian will judge our social life

by it, and I doubt not that most of us are ready for a more ideal—that is to say, a more artistic—view of our performances in this bright and pathetic world."

Of all living novelists we award the crown to George Macdonald, whose helpful stories we read in the intervals of a busy life with never-failing pleasure and profit. We think it safe to say that no story-writer of our era has so much influenced the thought of his readers as this "lay preacher" in the realm of fiction.

AIM OF A SCHOOL JOURNAL: II.

WE have remarked that a School Journal, in addressing itself to teachers, should aim to expand the horizon of thought, and draw from technical details to the broader principles which have to do with the life of man as man. In addressing Superintendents, its aim should be to bring into clear light the nature and responsibilities of the office, and discuss both the philosophy and history of education, that its true aim may be recognized and upheld.

Superintendents are to secure for our schools, by careful examination, the most competent teachers which our various educational institutions can supply. For this end, they need themselves to possess broad attainments in the way of scholarship, and such elements of character as will inspire confidence, and give to their work a far-reaching influence upon directors and the community at large.

Examinations, universally recognized as necessary, are in fact most delicate tests; and utterly fail unless the examiner has a clear grasp of the aim of education, and the qualification of heart and mind required to make a teacher whose work shall be significant and lasting. If the examination spend itself upon mere details, challenging the memory of the candidate in reference to the various hand-books with which the pupils of the schools are supplied, and does not expand itself into questions which take up the philosophy and history of education, challenging the thought, and purpose, and psychological grasp of the candidate, it becomes a machine, making machines, a tread-mill process in which all proper aspirations are crushed, and mere pedantry fostered.

Hence a School Journal, although at the risk of driving many readers away, should aim to bring into clear survey the whole science of education, the philosophy which has to do with mind influencing mind and will inspiring will. The relation of teacher and disciple, the solemn, we may say, awful mystery of self-constructed character—of building up one's spiritual being from within—should be dwelt upon, that our Superintendents may be aided and encouraged in their labors.

We may be allowed the remark here, that our higher institutions of learning should give every help possible in this direction. They should, with the power of their higher culture, reach down into the *substratum-work* of our Common Schools, and through the Superintendents, give aim and intelligent monition to the whole system. This remark is only innuent; yet a School Journal should seek communications from any *leaders of thought*,—not simply from those of acknowledged technical skill, but from those who have given, or are giving, character to the scholarship and thought of the world.

THE ROAD TO LEARNING.

THERE is "no royal road to learning," says an old school maxim; and the maxim, as commonly interpreted, means far more than it expresses. It means not merely that the road to learning is the same for king and subject, but that it is, like the way of the transgressor, hard. It is rough and thorny; there are birches by the wayside; there are vales of tears to pass, and sloughs in which to wallow, and rugged steeps to climb. There are few attractions along its course, no allurements in front; only force behind, urging the weary and heart-sick traveler on and on up the mount of knowledge. Ask the average school-boy in the average grammar-school, if this is not a good description of the road to learning, as he has found in his experience, and if he is candid and is free from restraint he will answer, "Yes." He is never happier than when he has escaped from it into some by-path, where he can roam at will out of the horrid shades of "jography" and "rithmetic" and grammar, and out of the "Master's" sight. He hates study. Whatever pleasure he has found at school, has been found in the play-ground, and not among the books and benches.

This is the school-boy's road. But is it the only road? Is it even the common road? Let us consult our own extra-school experience for an answer. How much of our knowledge was derived from text-books by that painful process known to the school-boy as "study?" Let us see.

First comes the knowledge of our own language—a knowledge, the small beginnings of which are beyond the reach of mem-

ory. How have we gathered it? Not from text-books; in the common phrase, we have "picked it up." That is, we have acquired it through observation, voluntarily, by our own wits, unaided by any task-master. From the day we first began to lisp, we have been pursuing this pathway to learning, with eyes and ears open for the reception of useful facts, and brain ever performing its digestive functions, and yet we have not been conscious of a moment's weariness. To be sure, at one point on our way we encountered Lindley Murray; but that was so long ago that the unpleasant vision has faded almost out of mind. Then we have a fair knowledge of geography; but, beyond the bare outlines, very little of it was obtained from Mitchell or Cornell. It is true we went through the regulation school course; but of the hundreds and thousands of names of rivers, towns and mountains, which we spent hours in memorizing as "lessons," only now and then one of exceptional importance has been retained. The rest have passed irrevocably out of mind. The great bulk of our present geographical knowledge has been derived from travel, from conversation, from miscellaneous reading; and the facts of which it consists have been remembered *because they interested* us, and therefore so impressed themselves on the memory that they could not be forgotten.

So it is with our knowledge of history, of national manners and peculiarities, of the sciences; the acquirement of all this knowledge has been a pleasure and not a pain. We may have consulted text-books, but not until a desire to learn had been awakened and study had become for us play, not work.

Now, why should the school-boy's road be hard and unattractive, while the grand highway to knowledge is easy and delightful? Is it not, after all, possible that we are forcing him along an artificial road, an unnatural course, badly devised by bungling, although well-meaning constructors? Do we not impose upon him unnecessary labor in requiring him to memorize facts, which, facts though they are, are valueless to him because forgotten as soon as the lesson has been said? No child, unless he is a complete idiot, is devoid of memory and therefore too dull to learn. But not even the brightest child will long retain in memory a fact in which he takes no interest—which is memorized merely as a task. Why, then, waste time and labor and patience in beating into the child's brain repulsive knowledge which is certain to be rejected?

Let us attempt rather to teach him so far only as his interest can be carried. Whether the subject be geography or history or grammar, make it attractive and he will learn of his own free will. Herein lies the secret of successful teaching. In short, to return to our figurative speech, let us take the child along the road which we are ourselves traveling; act towards him as a friend and guide, not as a driver; point out to him the objects of interest along the route—innumerable things which, left to himself, he would overlook or which he can see only while we hold him up; keep his curiosity aroused, and he, not we, will be questioner.

Thus we shall pass along the road together, teacher and pupil, chatting pleasantly, and despite the old maxim we shall find it a "royal road."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, JULY, 1883.

Mr. J. GRIFFITH ANDERSON, of East Brady, Clarion county, has been appointed County Superintendent of Clarion, in place of Mr. A. J. Davis, resigned, the commission going into effect June 15, 1883.

Mr. V. G. CURTIS, City Sup't of Corry, has resigned his position, to accept the superintendency of the public schools of Stillwater, Minnesota. The resignation was accepted by the Superintendent of Public Instruction, to take effect June 13, 1883.

Mr. SAMUEL A. BAER was unanimously reelected City Superintendent of Reading, May 15, and commissioned as such by the State Superintendent June 15, 1883, for the regular term of one year. Salary, $1,500.

ITEMS FROM REPORTS.

ADAMS.—Supt. Sheely: The last of the public schools closed May 29th. There were, as usual, a few failures in teaching during the year; but the teachers' work is, upon the whole, satisfactory. The work done by the directors in building and furnishing school houses, is also worthy of all praise. We enter upon the new year with earnest hope and purpose.

BUCKS.—Supt. Woodruff: A convention of school directors was held at Doylestown, May 21st. Sixty-six directors, representing twenty-five districts, were present. Many subjects were discussed, but the principal ones were the length of the school term and the wages of teachers. It was unanimously resolved that no term should be less than six months, and that no salary should be less than $35 per month, and that the salaries should be graded above this amount according to the qualifications of the teachers employed.

BUTLER—Supt. Murtland: The County Teachers'

Association met May 24th and 25th. The enrollment of teachers was about up to that of previous years, but the attendance and interest of the public were not so great. Many of the teachers took an active part in the discussions, especially that on "Compulsory Education." A few of the districts still have summer schools. Quite a number of new houses will be built during the coming year. A number of private schools are in successful operation. Baldridge, a new oil town in Penn district, is making an effort to get a new sub-district. A large number of our teachers are attending school. The outlook is hopeful.

CARBON.—Supt. Balliet: At the close of the term entertainments were given by the pupils of the schools at Lansford, Summit Hill, Lehighton, and Weatherly, to which a small admission fee was charged. The funds have been used to purchase books for school libraries. Two summer normal schools are in session: one at Centre Square and the other at Weissport. Both are doing excellent work, and are well attended by our young teachers. The school at Centre Square also prepares young men for college. Some of our graded schools are suffering from poor teaching in the lower grades. Poor teachers are hired at low salaries. The consequence is, that in the grammar schools and the high schools, a large part of the work consists in teaching subjects that should have been taught in the lower grades. This keeps down the standard of our high schools. Directors sometimes try to remedy the matter by cutting out of the high school course the higher branches. The proper remedy would be to employ better teachers in the lower grades, and pay them living salaries. In some of our towns, where board is high, teachers in the lower grade schools are paid only $30 per month. This is bad economy.

CLEARFIELD.—Supt. McQuown: Work has been commenced on the new brick school house in Houtzdale borough. Mr. Frank Porter, of Lawrence township, this county, is a member of the graduating class of Millersville State Normal School, and Maggie E. Force, of Bradford township, a member of the Lock Haven graduating class. They belong to our best class of teachers.

CRAWFORD.—Supt. Chamberlain: At the close of the public schools of Conneautville, Dr. Higbee, State Superintendent, was present, and delivered a lecture, in the evening, on "Education," to a large audience in the opera house. At the close of the address, the graduating class of the high school, twelve in number, were presented with their diplomas by the County Superintendent. The principal of this popular school, Mr. T. D. Sensor, has just finished another most successful year of school work. He has done much during the past year to increase the educational interest in that vicinity.

FAYETTE.—Supt. Ritenour: The second annual commencement of the Connellsville public schools was held in the opera house, May 9th. The exercises were attended by one of the largest and most intelligent audiences ever assembled there. All the members of the class acquitted themselves in a manner alike creditable to themselves and their teachers, showing that they had received thorough instruction. Several select and local normal schools are in session in various parts of the county.

HUNTINGDON.—Supt. Baker: Cassville Seminary, under Prof. G. W. Kling and an assistant, is in a flourishing condition, with sixty pupils, including a teachers' class of about twenty-five. So also is Orbisonia Normal School, under Prof. W. H. Barnett and three assistants, with 175 pupils, including about thirty-five in the teeachrs' class; and the Stone Valley Academy, under Prof. Sam'l Dodds and two assistants, with sixty pupils, of whom about fifteen are preparing to teach. I have spent about a week at each of these schools, giving special practical instructions to those preparing to teach, each lecture occupying about an hour. I treated, separately, each of the common branches, summing up, on the one hand, the principal errors in teaching, as gleaned from my own experience and observation, and on the other hand, presenting methods, expedients and suggestions by which teachers migh correct or avoid these errors, and pursue a proper course in studying for their own improvement, and in directing their pupils.

JEFFERSON.—Supt. Kelly: About forty schools are now open for the summer. Many of our teachers are in attendance at school, making special preparation for their duties. A number of new school houses will be built during the summer.

LYCOMING.—Supt. Riddell: During the summer, Armstrong township will erect a two-story building, at an estimated cost of $8,000. It will contain four study rooms, two recitation rooms, and one room for the high school. Every possible preparation is being made to insure the success of the State Teachers' Association.

MCKEAN.—Supt. Campbell: The greater number of the long-term schools closed during this month. One of our teachers, W. L. McGowan, who has had charge of the Kendall Creek schools for the past two years, sailed for Heidelberg, Germany, to complete his education, purposing to return and devote his life to teaching.

MIFFLIN.—Supt. McClenahen: The Milroy school grounds have been enclosed with a neat, substantial fence, shade trees planted, and the whole arranged with a view to both appearance and comfort. Much credit is due the teachers for this desirable step. It is a species of work much needed in the county. We hope that others will follow this example, and meet with good success. The comfort of the children and the protection of the school grounds and buildings are sufficient reasons why they should be enclosed with a good fence and planted with shade trees. Let the good work, begun in Milroy, go on!

PERRY.—Supt. Flickinger: I held an examination for professional certificates during this month, and included in it Physical Geography, Physiology, and Algebra, in addition to the common branches. Of the seven applicants, all passed creditably. Our schools have now all closed, those of Marysville being the last. These schools were under the principalship of Mr. John S. Campbell, and the progress made is a credit to both teachers and directors.

SUSQUEHANNA.—Supt. James: Perhaps a majority of our schools are open during the summer months. Many of them are meagerly attended. A large number of the patrons are asking for the continuous term. A brick school house will be built at Susquehanna during the present year. I attended the normal school examination at Mansfield. Few normal graduates teach in our county, owing to inadequate salaries. The examination at the Harford S. O. S. proved the efficiency of the work accomplished there during the past year. Few, if any of the orphan schools of the State are as favorably located as the one at Harford.

TIOGA.—Supt. Cass: During the month most of our graded and high schools closed. Many of them gave public entertainments, charging an admittance fee, the proceeds to be devoted to the purchase of apparatus, or books for library. In the rural districts the summer terms have just begun, except where it has been impossible to procure teachers. We have over 450

licensed teachers in the county, yet some districts cannot find teachers. We are in hopes that the time will soon come when teachers will be hired for the whole school year, which would do away with all this trouble. Many of our teachers are preparing to attend the State Teachers' Association.

UNION.—Supt. Johnson: An educational meeting was held in Buffalo township, which was well attended. The Superintendent addressed the audience upon "The Importance of Language and Composition in the Public Schools." Appropriate remarks were made by others. The graduating exercises of the Lewisburg Grammar Schools took place in Music Hall, May 21st. The young ladies and gentlemen acquitted themselves in a becoming manner, reflecting credit upon themselves and their instructors, Mr. D. P. Stapleton and Miss Annie E. Reich. The directors of Lewisburg deserve special mention because of their efforts in making arrangements suitable for the occasion.

WAYNE.—Supt. Larrabee: Honesdale graded school graduates this year a class of nine; Hawley, two; Waymart, two; and Pleasant Mount Academy, five. Each of these schools has been ably conducted, and has been very successful during the past year.

WYOMING.—Supt. Prevost: The commencement exercises of the Tunkhannock graded school took place May 11th, in the opera house, which was densely filled with citizens. Principal John Garman conducted the exercises, which were of a high order. There were three graduates. The work of improvement upon the Tunkhannock borough school building has begun. It is to be thoroughly remodeled and enlarged, an improvement long needed. When the building is completed it will, without doubt, be the best in the county.

CHESTER CITY.—Supt. Foster: During the past month the public school teachers have been visiting each other's room for purposes of observation and mutual instruction, with a view of introducing into their own departments anything which may be found commendable in the method and practice of the rest. One of the advantages to be gained by these visitations must inevitably be a more complete and harmonious development of the graded course, and subsequently a surer progress. Besides this, however, it is found that there is a more immediate and obvious result. The monotony of school life is being broken by these occasional calls, and scholars are stimulated by the presence of those who come in to see what they are doing. The recitations are enlivened by the fact that there is somebody besides their teacher interested to hear them, and ready to appreciate their efforts to do well.

In his annual report to the School Board, the Superintendent puts a very important matter as follows: "Believing, as I do, that the lower grades are equally important with the higher, I would like to see the primary department something more than a stepping-stone for teachers in securing a more lucrative position. Some persons are specially qualified to teach the youngest scholars, and I regard it as desirable that such should be retained in this particular work by the inducement of an increased compensation, if necessary, after a sufficient period of trial, rather than that they should be promoted in the regular order, at the risk of failure in some other grade. The filling of vacancies should be on the ground of merit combined with special adaptation. I would suggest that if any change in the fixing of salaries is contemplated, it be made with reference to length of service and amount of responsibility and labor demanded, rather than with regard to mere technical distinctions of grade. These opinions, which are the result of careful observation, I am led to express at this time, not from any desire to dictate, but because they have an important bearing upon the work of school supervision:"

DUNMORE.—Supt. Fowler: This month's report closes the school year—a nine months' term. For the first time in the history of our schools we sent out a class of graduates, four in number. About 400 patrons attended the exercises of commencement.

HAZLETON.—Supt. Harman: May 25th, the last day of the term, was devoted to an exposition, in the town hall, of the copy-books, drawing, and written examination, work of the A classes, from each grade above B primary (1st Reader), including all the divisions of the high school. During the day I conducted oral examinations in one or more branches of the secondary and grammar grades, giving intermissions of 30 to 45 minutes for inspection of exposition work. Music, both instrumental and vocal, added greatly to the exercises of the day. Although the whole programme was an experiment, yet the results prove its expediency, for the object sought—increased interest in our public schools, and a more thorough knowledge of the character of the work done there. Directors, parents, and teachers have coöperated heartily, and the out-look for the future of our schools is encouraging. The commencement exercises of the high school took place Friday evening, before a large and intelligent audience. The class was composed of five ladies and one gentleman. The programme consisted of an oration, essays, music, etc. Everything passed off very pleasantly. On presenting the diplomas, the President of the Board made some excellent remarks to the class and to the audience, closing with the words, "God bless our free Public School System!" a sentiment to which we all responded, Amen!

NEW CASTLE.—Supt. Donaldson: The schools closed May 17th, many of the patrons attending the final exercises. The high school graduating class numbered thirteen. All opposition to the high school has finally passed away, and the largest and most intelligent audience assembled in New Castle for years witnessed the commencement exercises. The patrons and press of the county are very emphatic in their support of the high school. The proceeds of the closing entertainment, netting $150, will be devoted to the high school library, established one year ago.

NORRISTOWN.—Supt. Gotwals: On Monday evening the pupils of the high school and grammar grades of the DeKalb street building gave an entertainment consisting of music, recitations, dialogues, and dramas —proceeds to be expended for flowers to adorn the school yard attached to the building. The net proceeds were $93. Quite an interest has been manifested, of late, by teachers, directors, pupils, and others, to have the school yards present an inviting appearance. During the month I examined all the pupils above the primary grades in drawing, and find a marked improvement in this branch.

WILLIAMSPORT.—Supt. Transeau: The closing exercises of the schools, May 25th, were followed by the annual commencement of the high school in the evening. The graduating class consisted of thirteen young ladies. The audience was large, and very much pleased with the essays and appearance of the class. Deputy Supt. Houck was present, and made a short address after the diplomas were conferred. His remarks were listened to with interest and pleasure.

YORK BORO'.—Supt. Shelley: The schools have closed for the year, and the results show special advancement in reading, and a general improvement in habits of study.

BOOK NOTICES.

BUTLER'S READERS.—*The First Reader: Pp. 90. The Second Reader: Pp. 156. The Third Reader: Pp. 208. Philadelphia: E. H. Butler and Co. 1883. See advertisement.*

This series of readers, the first three numbers of which we have examined, is adapted to the Word Method and the Phonic Method of teaching, and though it can also be used for the Alphabetic Method, the latter is not recommended. Successful teaching by the Word Method requires that the ideas, represented by the words, must first be clearly developed, and one of the most efficient aids in accomplishing this are pictures. We find the illustrations, in these books, marvels of clearness and beauty, the pencil of the artist fairly rivaling the camera of the photographer in accuracy. The type is clear cut, and of good size. The lessons are carefully graded, and many of them are printed in scrip to teach writing and the reading of script. The books are neatly and substantially bound in serviceable cloth. The selection of reading matter is almost entirely new, and of chaste and interesting character. We bespeak for the series a candid examination, as being all that is needed to ensure its favorable reception.

NOTES OF TALKS ON TEACHING.—*Given by Francis W. Parker at the Martha's Vineyard Summer Institute, 1882. Reported by Lelia E. Patridge. New York, 1883. E. L. Kellogg & Co., Publishers, 21 Park Place. Price by Mail, $1.00.*

"There are positions and positions, and, to some minds, the career of Colonel Parker, so concisely sketched by Miss Patridge in the introduction to this book of 'Notes,' is as distinguished as if, like Garfield, the country school teacher and volunteer soldier had made his way to the Presidency. Instead of the Chief Executive of the Nation, Francis Parker holds, what in some regards is even a higher place, that of the greatest teacher and organizer of the common schools that this country now possesses. The man who has delivered four millions of school children from the slavery of the old methods, and put his spirit into so many teachers, will have a great place some day in national estimation—if it be a delayed recognition. In Webster, Mass., in Illinois, in New Hampshire, in Ohio, and finally in Berlin, Germany, Colonel Parker taught in town and country schools, and studied pedagogics, interrupted only by a four years' service in the war of the rebellion. The final outcome of his experience and thought was the Quincy school method, which speaks for itself to all who see it. The little book, 'Notes of Talks,' is reported by Miss Patridge from the Martha's Vineyard Summer School for Teachers, and has Colonel Parker's own endorsement. We shall attempt no summary of the theory in this volume, because it should be read by every teacher and parent who takes an intelligent interest in these little folks. School teaching should go hand in hand with home teaching, and only in this way can people begin to understand the enormous, silent value of the work entrusted to the teachers of our public schools. The "talks" are entirely practical, as may be seen by the titles of the chapters—on Writing; Reading; Talking with the Pencil; Geography; Compositions; Numbers; Examination; School Government, and Moral Training. A not-at-all flattering likeness of Colonel Parker furnishes the frontispiece. We make room for one quotation here. '*Examinations* should find out what a child does know, and not what a child does *not* know. The fact is, the only just way to examine pupils is to find out what the teacher has taught, and her manner of teaching. * * * If meaningless words have been memorized, if there is a lack of research, investigation and original thought, the results will be painfully apparent. Examination should not be made the test of fitness for promotion. If the teacher really teaches and faithfully watches the mental growth of her pupils, she alone is the best judge of the fitness of her pupils to do the work of the next grade.' What a world of needless vexation, waste of time and overwork, would be avoided if all teachers were capable enough to say, and were free to say at each term's end, 'These children should go up higher, and these are not yet ready,' simply because she knows—or he—the exact mental progress and capacity of each child in the class. It will be good vacation reading for all who have the charge of a child's mind to go through this attractive little volume. It ought to be in the hands of every teacher and parent in the United States. It is education in a nutshell."—So far the *Phila. Ledger*, whose strong notice we take pleasure in transferring to our columns. We may add that for months we have awaited with interest the publication of these "Notes," knowing that Miss Patridge was at work upon the book, and that it would be one of the best of the season when it should make its appearance. To one thing we object: The picture of the Colonel is a caricature, and, to improve the book, we have just cut it out and thrown it into the waste basket. The publishers had better omit this in future editions, or get a better photograph and have it reproduced on wood or on steel. Photo-engraving is a good process, but not good enough in this case. Col. Parker is fortunate in being reported by a fellow-teacher in enthusiastic sympathy with himself and intelligent coöperation with his work. Her readiness to grasp and ability to reproduce a thought, or a situation with photographic accuracy of detail, are as rare as they are remarkable. The book should have an enormous sale.

BARNES' NEW MATHEMATICS.

ELEMENTARY ARITHMETIC: *Oral and Written. For Primary and Intermediate Schools. By Joseph Ficklin. Pp. 180. A. S. Barnes & Co.*

NATIONAL ARITHMETIC: *Oral and Written. For Common and Graded Schools, Academies, etc. By Joseph Ficklin, Professor of Mathematics and Astronomy in the University of Missouri. Pp. 394. A. S. Barnes & Co., New York and Chicago.*

This is a two-book series, with little waste in either of the parts. The first is admirably adapted to the grades for which it is designed. The strong point of the book, as indeed of the higher work as well, is in the very large number of examples to be solved by the pupil, thus insuring that familiarity with the processes which is essential to all inductive teaching. In the higher book, also, rules and long explanations are conspicuous mainly for their absence. "Learn to do the thing by *doing* it"—and a good deal of it—seems to be the principle upon which the author has proceeded. The arrangement is good and the whole field of arithmetic in its ordinary practical applications seems thoroughly covered. One criticism we feel inclined to make. It is of the vanity that bolsters with a "Ph. D," a name that should be strong enough to stand alone. *Cui bono?*

MILITARY MUSIC.—The origin of military music takes us back to remote antiquity. Every nation in ancient times had its peculiar instruments of music, and its national songs. These songs invariably refer to victories gained, battles fought, sieges carried on, or the services of some individual hero. The name of the soldier or officer who had done some deed of renown stood beside that of the general who commanded. With the Spartans, the song Castor was the signal for combat; the Romans took cities to the sound of the trumpet and the horn; the Egyptians, Arabians and ancient Germans went to battle to the beating of drums, the sound of the flute, the cymbal and the clarion. In ancient times and among different people, each instrument had its peculiar use. The Chinese, in their war music, employed bells and triangles. With the Romans, the trumpet indicated the assembling of the troops, the bugle announced the coming of the general, and the horn gave the signal of retreat. It was to the noise of these instruments combined—discordant, shrill, deafening—that they threw themselves upon the ranks of the enemy. Among the Egyptians, bells, in conjunction with timbrels, served to form a species of military harmony. The Hebrew soldiery employed the horn, the trumpet, the timbrel and the sackbut, an instrument some-

NEVER SAY FAIL.

SCHOOL-DAY SINGER.

1. Keep work-ing, 'tis wis-er than sit-ting a-side; Nev-er, oh, nev-er say fail!
2. In life's ros-y morn-ing, in manhood's fair pride, Nev-er, oh, nev-er say fail!

And dreaming, and sigh-ing, and wait-ing the tide; Nev-er, oh, nev-er say fail!
Let this be your mot-to, your foot-steps to guide, Nev-er, oh, nev-er say fail!

In life's earn-est bat-tle they on-ly pre-vail, Who dai-ly march on-ward and
In storm and in sun-shine what-ev-er as-sail, Push on-ward and con-quer, and

nev-er say fail! Nev-er say fail! Nev-er say fail! Nev-er, oh, nev-er say fail!
nev-er say fail! Nev-er say fail! Nev-er say fail! Nev-er, oh, nev-er say fail!

what resembling the trombone. The music attached to the Roman legions had made much progress at the time of the conquest of the Gauls; but dating from this epoch, it became more and more feeble. The soldiery of France received and preserved the clarion and trumpet of Cæsar's armies, but the custom of making use of music was insensibly lost. At the commencement of the Middle Ages, the instruments handed down and preserved were useful merely in rallying the soldiers, calling them to battle, and making them endure with gayety the fatigues of a march. At this time, the method of the Romans had entirely strels began occasionally to accompany the troops to battle. Their instruments were the rebec, a little three-stringed violin, bagpipe, and flute or pipe. About the year 1330, they began to use the clarion, an instrument derived from the Moors, who transmitted it into Portugal from Africa. The cornet, another war instrument of the ancients, made its reappearance about the same time. It was about this time, also, that the adventurous Italian bands recovered the usage of military music, which soon spread among the other nations of Europe. To the drums and trumpets they joined the flute, fife and pandean pipe.

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COMMON SCHOOLS NOW AND SIXTY YEARS AGO.

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THAT the prevailing ideas, methods, and objects of school education are vastly different now from what they were sixty years ago is a fact so well known, and so often boasted of, that one may well be almost ashamed to mention it. It pleases us to hold, and to proclaim, that all, or nearly all, our changes in this matter have been for the better; that our course has been rapidly and steadily progressive; and that we have left the past as much behind in wisdom as in time. Yet surely the art and the use of education are not things of recent discovery or of late-springing interest; many of the best minds in the world have been holding them in careful study and practice for more than two thousand years. And, in a matter so long, so earnestly, so industriously weighed, worked, and tested, the very claim of swift and emphatic progress has, I must think, something rather suspicious about it. Its very air of proud self-consciousness, its boastful habit of self-reference, may well stir some emotions of distrust in thoughtful minds.

I suppose it must be apparent to every one much conversant with the subject that we lay a great deal more stress, and spend a great deal more care, on school-learning and book-knowledge than our fathers and grandfathers did. We have grown to regard and to cultivate such knowledge as a thing highly, not to say supremely, desirable for its own sake. Practically, at least, we hardly think of anything else as entering into the proper idea of education. That our boys and girls may aspire and may learn to shine intellectually, is the scope of all our most progressive changes. So we keep crowding on more and more hands, and shaping our methods more and more for the production of this sort of scholastic intellectualism. And so our system of common schools is more and more outgrowing and ignoring the old notion, that man's chief business in this world is to gain an honest living. And yet to the dull eye of human experience this old notion looks very like a self-evident axiom.

Now this axiom, held consciously or unconsciously, was the informing principle in the ordering and working of the common-school system sixty years ago. Our progenitors of that date were too benighted ever to think of intellectual shining as the chief end of man. With them, the all-important point in the education of the young was to fit and prepare them for gaining an honest living when their days of youth should be past. This was their guiding, nay their dominating, thought even in the course of school-training and instruction. So primitive, so unilluminated were they in their ideas of scholastic acquirement and discipline! Of course, therefore, they made much less of the school than we do—much less both relatively and absolutely. It seems never to have crept through their hair that the whole, or even the better part, of education was to be had in the school-

house. They did, indeed, set a high value on such knowledge and preparation as the school could give; they held the proper outcome of school instruction to be highly useful and effective in the practical conduct and service of life; nay, more, they regarded this, if you please, as an *essential* part in the right education of a Christian man or Christian woman. Nevertheless, the work of the school was, in their thought, and in their practice, too, strictly tributary, not paramount; much as they valued that part of education which the school could give, they valued still more that part of education which the school could not give, and which must be sought somewhere else. With them, learning how to read was good, but learning how to work was better; in their view, a right education of the head was much; a right education of the hand was more; a right education of the heart was most of all. They, therefore, never had any thought of making scholarism a substitute for religion, or the school-house a substitute for the church. In short, they were so simple in their ideas, so untravelled in their sentiments, as to hold that "the chief end of man is to serve and glorify God, and to enjoy Him forever;" and that the best way to do this is not by shining intellectually, but by gaining an honest living. But, what is most extraordinary, they seem to have stuck fast in the notion that even the mind—the intellect proper—will grow more healthy and vigorous by breathing amongst things, amongst the actual works and ways of life, than by breathing amongst books and words and scholastic forms.

Such is the most comprehensive statement I know how to make of the changes that have taken place in our common schools within the last sixty years. In this matter, our present seems not to have been born of our past at all, any more than if it had been imported from another planet. For it can hardly be needful to remark that the axiom I have cited, if fairly carried out in practice, would totally revolutionize our whole educational system; nay, the process would be more than that—it would involve a total revolution in the whole frame and mould of public opinion on the subject. For, so far as I can perceive, the thought of enabling or inspiring people to gain an honest living has now no place whatever in our educational system; we suppose ourselves to have got altogether above such old-fashioned notions; that the brain and the tongue are the only parts worth educating; and that the hand is too vulgar a thing to be taken into the account.

And yet somehow our school-establishment appears to be far from well; rather say, it shows decided symptoms of being far gone in a state of chronic unhealth. Notes of complaint and dissatisfaction are becoming ominously loud and frequent; and all the recent applications of remedy seem rather to have increased them. It must, I think, be confessed that the exact nature and seat of the disease are not easy to come at. The symptoms are various and complicated, and our best school-doctors and experts are not a little puzzled; though, to be sure, those who have the patient specially in hand think it a charming case—a case too golden, indeed, to be otherwise than charming. On the whole, I suspect the evil is deeper-seated than most people have supposed.

Probably we have all heard of an old English dramatic piece entitled *A Woman Killed with Kindness*. Having never read the piece, I cannot say what the particulars were that made up the fatal account of kindness. But I have often wished that some competent hand would write a book or a tract and give it to the public under the title of *Education Killed with Kindness*. For I am apt to think that our school-establishment has gone sick from a long course of over-nursing and over-doctoring; that the system has been drugged into a highly morbid, not to say moribund, state, with doses of mental and moral cantharides. It is said that, once upon a time, a man, feeling that his death was near, and thinking that a restless over-nursing of his health was the cause, directed the following inscription to be put upon his tomb: "I was well; I wanted to be better; and here I am." Perhaps a similar epitaph or inscription will some day be not inapposite to the case in hand.

Some eight or ten years ago, Mr. Wendell Phillips—if I rightly remember—gave it out as his opinion that our common schools were then not one-tenth part so good as they had been a hundred years before. This was putting it rather strongly, perhaps; but that distinguished orator is sometimes apt to pitch his statements rather high. My own memory does not run back so far as a hundred years; but it ranges with considerable vividness over a period of sixty years; and I feel warranted in saying that our common schools are *not nearly so good* now as they were sixty years ago.

I was myself a pupil in a plain country

school from the age of four or five years to that of fourteen. The town where I lived, though small in wealth and numbers, was reputed to be somewhat specially attentive to the matter of education. Our usual school-time was six hours a day during six months of the year—three in the summer and three in the winter. The rest of the time we were all, both girls and boys, kept busy learning to work; the girls in the kitchen, the nursery, or the dairy-room; the boys in the field, or the shop, or in doing chores about the house or the barn. For we then knew no way of learning how to do things except by actually doing them; the idea of learning this from books never entered our heads. And so we were kept at work not only during the months when there was no school, but also during those hours of the day when we were out of school. As for our course of school-learning, it was so narrow and simple that the present generation can but laugh at the mention of it. In the first place, we were all, from the youngest to the oldest, constantly drilled in spelling, year after year, till our days of schooling were at an end. Next, in the amount of time and care bestowed upon them, were writing and ciphering, which, though not begun so early, were also kept up till our school-days were over. After getting well started in these, we were put to a course in geography, with text and maps. I was trained through this course again and again for several successive years. I took strongly to this study, and learned it so well that, with a moderate attention to the geographical changes occurring meanwhile, I have been tolerably well at home all over the world ever since. Next to the matter of spelling, this long study of geography has, I think, been the most useful to me. In due time came English grammar, in which I was largely exercised, until I grew to take great delight in parsing. This study also proved highly serviceable to me; for when, some years later, the college-fever caught me, I found that it made the study of Latin comparatively easy for me. I also learnt something of astronomy, though hardly more than enough to make me fairly at home in the pages of a common farmer's almanac.

Such is a full and fair statement of all the book-learning that was put to me during the whole nine or ten years of schooling. Of course, it was nothing to what is now dispatched in less than half the time; hardly more, indeed, than the boys and girls of our day get through with in a single year. Yet I am glad, heartily glad, that no attempt was made to spread my poor little mind over a larger surface; with a surface as large, or half as large, or even a fourth as large, as minds of the same age are now able to cover, mine would no doubt have been drawn so thin, attenuated to such gossamer threads, that the winds of my later life would have blown it all away. I am glad, for instance, that, instead of being taught to smatter in some thirty or forty higher branches, as they are called, I was made to learn spelling thoroughly; that this vulgar trifle of learning was so steeped into me that all my fifty-six years of life since have not been able to wash or bleach it out of me. But then I hold that the best part of my education was got outside of the school; and that, in my case, the school-education of the head was all the better for being made to go arm-in-arm with the education of the hand out of school.

The self-applauding career of progress began, I suspect, in something very like educational quackery. Some forty years ago, our common-school system got badly taken with a fit or fever of aspiration—perhaps, I should say of inspiration. Its old, modest, cautious regard for little things was cast aside as an outgrown garment. Many changes—some of them not very temperate—were then introduced or set on foot; and, which is still worse, a habit of change and an impatience of stability seem to have got deeply rooted in the heart of the system. A strong precedent was thus established of an overweening disregard of tried methods and settled principles. The high-pressure process was inaugurated and made the order of the day—a process swift, loud, emphatic, and therefore, thought to be a vast improvement on the old, slow, and silent process of growth. As a natural consequence, a course of frequent, not to say continual, change, under the name of progress, has been kept up ever since. Of the changes thence proceeding, very few, I am apt to think, have been for the better; most of them decidedly for the worse. Perhaps the most hopeful thing in this business is, that, as the present has all along been despising the past, so it will itself be despised in turn when it shall become the past.

As to the spirit which underlies and propels this career of change, I know not how to characterize it better than as being altogether too ambitious. Too eager to be doing something grand, ever straining to make itself conspicuous, it spurns at the silences and modesties of natural produce

tion. In fact, something in the nature of a chronic fever of ambition seems to have worked itself into the vitals of the system. As this is a very energetic kind of sickness, it has naturally a great deal of stir and stress; has come to pervade the whole body, and to have a sort of prerogative voice in all its movements.

Possessed by this disease, men having exploded not only the old and long-tried methods, but also the faith that waited upon them, have no way to justify their course but by producing, or seeming to produce, swift and telling results—something which they can hold up and exclaim, "See how much quicker the new methods come to fruitage than the old ones did!" When the public mind has got thoroughly formed and tempered to such a view of things—which seems now to be the case—teachers, to satisfy the demands pressed upon them, must needs set themselves to the special, if not exclusive, tillage of those parts of the mind where the seed will spring up immediately, because it has no depth of earth, and where the withering will be as speedy as the vegetation has been. As the public demand is for immediate results, and as, in education, results cannot be immediate and genuine too, how is it possible for teachers to meet that demand save by manufacturing sham results—results that are none the less shams, though the pupils, the parents, and, perhaps, the teachers also, are taken in by them? A mock flower is quickly made; a real flower has to grow; and growth cannot be extemporized—no, not even in a hot-bed. If teachers are required to sow such seed in the morning, or to sow it in such a way as to yield a harvest before night, what can be done about it? For making a show or semblance of progress in learning, nothing is so available as holding the pupils in a course of alternate cramming and disgorging; and when this is done, how can we expect their minds to be in a healthy and eupeptic state? And where recitations come so thick as we are having them, the pupil's mental life has to be all spent in coaching up for them, and then repaired in forgetting what he has coached; and he has so many things racing through his mind, that none of them can possibly stick there and take root. In fact, we might as well expect tomatoes to grow in a Macadam turnpike, as expect any thoughts or powers of thought to grow in minds kept constantly hot and adust by the nervousness and vanity of recitational display, generated from our ambition of juvenile intellectualism.

These remarks indicate, I think, just about the condition our common schools have reached. The people are discouragingly impatient of all *crescive* processes, discouragingly expectant of speedy results. Indeed, all proper ideas of growth are clean banished from our educational thoughts and methods; our schooling is voted into shape by those who do not even know what the word means. So, unless people can see the thing grow, they will not believe it is growing; therefore, some sort of bloating has to be substituted for growth. As their expectations in this point are essentially unreasonable, as speedy results here can only be sham results, and as sham results cannot last, the people are sure to be disappointed still; nay, their expectations in the present have to be continually fed with the seed of future disappointments; in this, as in other things, they will, of course, lay the blame of their disappointments anywhere rather than on themselves. So that the upshot of the matter is just this: The people will not be satisfied without sham results; while the more they have of these, the more dissatisfied they will become. How the thing is to end, is, I confess, quite beyond me. Perhaps it will begin to be suspected, one of these days, that, in the culture of the mind, there is a deeper and better law than popularity.

In school education, the thing to be aimed at above all others is the producing of the largest possible measure of silent effect. Here the strongest forces, the fruitfullest processes, are necessarily secret and unconscious; for so it is with all energies and operations that are truly vital. And, if there be so much of silent effect that the pupil comes to know a good deal more than he thinks he does, where is the harm of it? I am aware that in the most advanced code of our American ethics the old virtue of humility has been discarded; we have outgrown it, and we have also outgrown the Great Teacher and Exemplar of it; meanwhile, a very tall, fluent, popular virtue, assuming the name and style of self-respect, has taken its place. It is not for me to say what the true name of this new virtue is, but, if conceit were a ponderable thing, there is enough of it in Massachusetts alone to sink all the navies of the Republic. Possibly, it may be all for the best that our common schools should be turned into laboratories for generating this aspiring gas; but I doubt it. I even doubt whether, with this highly stimulating diet of self-consciousness, the intellect itself is growing up so

strong and handsome as it did on the old food of humility and reverence, whereby men naturally came to be greater and better than they knew.

So that, after all, I must still hold that in our school education everything shall be conducted on the principle that manhood is to reap what is sown in childhood and youth. Here, indeed, the planting and the harvest are so far asunder, in time, that a pretty wide induction is required to establish the connection between them. Aside from the strictly elementary parts of learning—such as spelling, reading, and writing—which are mainly mechanical, the best results of the best teaching can hardly emerge into sight or consciousness in less than from ten to twenty years. Thus the good is so long in coming as to leave us, in each particular case, uncertain whence and how it came. The stream seems so long and so far underground, that we have great difficulty in tracing out and identifying the source:

> "Who shall parcel out
> His intellect by geometric rules,
> Split like a province into round and square?
> Who knows the individual hour in which
> His habits were first sown, even as a seed?
> Who that shall point us with a wand, and say,
> 'This portion of the river of my mind
> Came from yon fountain?'".

To take another view of the same matter: It is clearly ordained in the nature of things, that human beings are to mature faster and quicker in body than in mind. The stalk must precede the flower. And any systematic attempt to invert this order, to forestall physical with intellectual maturity, to make the pupils men in mind while they are yet boys in body—any such attempt must needs prove a failure, just in proportion as it appears to succeed. Here, the more of promise, the less of performance. If there be any who do not see that the sure tendency of such a course is to prevent a sound and vigorous manhood in either body or mind, it were but a waste of high words to reason with them. It is all the same in effect as to insist on having the full-grown fruit when the buds are but putting forth. Is it not plain that any arts of forcing which even seem to achieve such a triumph can but result in a blighted and stunted plant from which no good fruit can ever come? As Professor Huxley puts it, such a straining after mental precocity in childhood and youth can but make the pupils "conceited all the forenoon of their life, and stupid all its afternoon."

Yet this, it seems to me, is just what our public schools are laboring with all their might to accomplish. They want, they must have, conception and birth the same day, and so cannot spare time for gestation. Such an expense of time in secret preparation, such a prolonged working and waiting without visible results, is not popular, has no aptness to win votes. So there be a speedy bringing forth, no matter how abortive the fruit—the popular vote will make no account of that. Proceeding in this spirit, our schools are sparing no pains to get and to keep the pupils in a white heat of emulation. As part and parcel of this process, it is well-nigh appalling to observe how prodigiously the matter of examinations and exhibitions is overworked. One would suppose that this thing had been driven hard enough before; but some five or six years ago came on the grand Centennial, and nothing would do but that our schools must be spurred up to taking a prominent part in that huge monster of emulative display. All this, to be sure, is exactly aimed and fitted to the purpose of making the pupils *conscious* how much they know; just as, in another department, we use all possible means of stimulating people into a consciousness of how proud they are; on the principle, of course, that they cannot have the Divine Spirit within them unless they are conscious of it. Thus nothing is left undone to work away all the silent processes, and to foster noisy and demonstrative ones in their stead. Doubtless the exhibitional element may well have a place in the course of school education; but that place should be comparatively low and inconsiderable. Now, however, that element is, and long has been, strained out of all right proportion with the others. Whereas the exhibition should be but an incident, it has grown to the height of a paramount aim; whereas it ought to stand in the background, so as to be seldom seen, it is now pushed into the forefront, so as to be always in sight; the anticipation of it has come to give law and character to the whole work; and everything is done with more or less of special reference to it; that is the one part which both teachers and pupils are to be continually thinking of.

In such ways, to such ends, with such results, the machinery of our common schools is ordered and kept running. The school is not a garden, but a mill. And our schoolhouses have the look of factories, not of homes; the air of markets or exchanges, not of temples or shrines. The worship, the incense, there offered is to self, not to God;

to show, not to truth. As for the teachers, the Lord help them! They are mainly at the beck of ignorant or ambitious committeemen and superintendents, well-salaried, and, to a great extent, sinecure officials, whose only test and measure of truth and of right teaching is the popular vote and voice, the same that put them in office and awards their pay. Under such control and dictation, teachers can hardly be free to exercise any judgment in the matter of their work; they have no way to keep their places but by making it their chief aim to get up something available for public show of juvenile smartness. Now, in moral and intellectual things, the very working for such a purpose is essentially demoralizing. None but spurious results can ever come from acting on such a principle; where display is thus made an end, or an ever-present aim, mere surface, unsupported by substance, is the natural consequence. With such a fatal want of truth and sincerity at the root, the thing must perforce go to seed in falsehood and fraud. The diet may be sweet and pleasant in the mouth, but it will be sour and windy in the stomach.

National Journal of Education.

FLOWERLESS PLANTS.

PHENOMENA OF PLANT LIFE—NO. V.

BY LEO H. GRINDON.

WHILE plants, in their higher grades of development, are ornamented with those beautiful instruments of self-perpetuation termed flowers, others, which compose the lower grades, instead of being propagated by the agency of calyx and corolla, stamens and pistil, are in a special and popular sense *flowerless*. No plant is absolutely destitute of the means of reproducing itself; nor does any plant fail to give illustration of that wonderful twofold energy of nature which culminates in man and woman. It is true, nevertheless, that many vast tribes and races of plants, including many forms of considerable bulk and altitude, never present anything to our eyes (so long, at least, as unassisted by a microscope) that can legitimately be called a flower; while others, though they anticipate the idea of the flower, and in the most exquisite manner, do so rather in symbol than in similarity of parts and organs. Such are the lovely plants everywhere so much admired and assiduously cultivated under the name of ferns; such, too, are sea-weeds; such, again, are mosses, and many other little plants, the pigmies of their world, passed over by incurious eyes, and uncared for by any save the botanist, but capable of supplying inexhaustible delight, and this at every season of the year.

When the survey of large and showy plants has been in a measure completed, a man may go to these little flowerless plants, as into a totally new realm—begin life over again,—find that the tender ministrations of the common things of nature, even in these their most attenuated forms, are, after their love and wisdom and goodness, the true *elixir vitæ*; and discover that through their aid, the surprises and wonder of the child may be renewed to him over and over again, and the more delightfully because the experience of possibly half a lifetime has supplied the knowledge that renders the new facts no longer mysteries, but insights. What more exquisite, in early spring, than the spectacle of the young uncurling ferns, rising out of the earth in little coils of spongy verdure, densely clothed with brown scales, day by day taller, day by day unrolling more and more, till by and by they present the figure of a bishop's crozier, or the crook of a shepherd?

By the time that the sweet dog-rose flings out its scented cups, these coils have turned into broad, flat leaves, often with innumerable feather-like segments, but for flowers we look in vain: autumn, even another season, does not reward our expectation. Instead of flowers, the ferns produce bodies analogous only to flowers, and these are originated, usually, upon the under surface of the leaf, which they bestrew in the shape of little spangles, or embellish with broad brown furry bars. Sometimes these curious bodies, instead of being scattered upon the under surface, are disposed along the edge of the leaf when they form a miniature braid. The particular mode of their dispersion supplies the best means of distinguishing the various kinds of ferns; for, in ferns, as everywhere else in nature, real resemblance depends not upon superficial but upon deep-seated characteristics, and we should make great mistakes if we relied upon mere outline. Outline in ferns is usually only like apparel in human beings, which, though in some cases suggestive and even conclusive, in others may lead us astray and perhaps into peril. In the shield-fern, the seed-spangles are of a purplish-lead color, and disposed in double lines up the centre of its countless leaflets; in the *Oreopteris*, or mountain-fern, the spangles run like yellow beads around the

edge, following every indentation and delicate curve, just as the little waves, at high water, find their way into every creek, and kiss the great round pebbles they are not strong enough to encircle. Contrariwise, in the hart's-tongue, instead of spangles, we have long lines of tawny felt, that strike obliquely from the mid-vein of the leaf away to the edge; and in the maiden-hair, delicate little semi-circles that break the otherwise even margin, and remind us of the undulated edges of certain sea-shells.

These masses of seed-material, whatever their shape and position, are technically termed the *sori*, and always spoken of in the plural. A separate one, did we care to remove or isolate it, would be a *sorus*. Examined with a tolerable microscope, every "sorus" is found to consist of a heap of minute boxes, perfectly globular in form, and capable of opening into two halves, after the manner of a bivalve, such as the cockle. The opening is not effected, however, by means of a hinge, but by means of an elastic spring, which is curved half way round it while the box is young, but subsequently straightens itself, and forces the box open. The boxes, technically termed the "thecæ," contain quantities of golden-colored atoms; these are shaken out when the "thecæ" burst, and of their growth come in due time new fern-plants. Yet they are not seeds, any more than the sori are flowers. Ferns are, in respect of their reproduction, elaborately unique. No plants exhibit so truly wonderful an economy; they make imagination true, alike in their diversity, and in the mysteries of their life; and it seems but fitting in so strangely-beautiful a race, that they should be contemporaneous nearly with Time, so far as registered by fossils and by living nature.

For in the "great stone book" of nature, as the crust of the earth has well been designated, few records of the infinite past carry the mind back to periods prior to those when ferns existed, or, at all events, plants of the fern idea; and in the green lace of their delicate leaves, reappearing so sweetly year by year, now, after a thousand ages of heritage of perfect beauty, they are youthful and fresh as ever, and seem to announce themselves immortal. Ferns existed in the earliest ages of the world's history, long before man was ushered upon the scene. Their race has seen the rise and fall of empires, the birth and decease of countless generations. Like the stars, in whose self-same light they grew and flourished, they seem an integral part of the glorious system we call our own, and in the midst of which we live.

I do not know a more grand and exalting thought in connection with external nature than when, on a fair summer's evening, in a country lane, while it is yet almost too light for the stars, but the planets peer forth like loving eyes, we look at these green ferns, so old and yet so young; then at those "diamonds in the sky," so young and yet so old, new-born and yet so ancient; and compare their antiquity, pondering that before man was, that same soft lustre came streaming down on their ancestry of verdure, and that when our little lives have run their length, and we have dropped back into the dust of mother earth, still will stream hitherward that inextinguishable brightness, still will these tender leaves rejoice in their innocent life. It is when in the silent contemplation of these grand and awful things that, perhaps more powerfully than at any other time, we hear, as the little lad in the temple heard the voice while Eli slept,—"Have I been so long with thee, Philip, and thou hast not known me?" These things seem moreover to awaken up the reverent soul more acutely than indoor didactics, and therefore is it good to seek their presence, not neglecting temporal and immediate duties and responsibilities, but in the intervals of duty going amid them and beneath them to be refreshed.

Fossil ferns, of the kind referred to, are supplied by every coal-pit,—not from that portion of the coal which is best adapted for fuel, but from the shaly portions which lie externally to it.

Returning to the seeming seeds of ferns, which, as we have said, are yet *not* their seeds, we have next to ask, what then are they? If we sprinkle them upon a piece of tile, and keep the surface moistened, in due time the seed-like atom begins to grow, and a minute green plate is developed. Underneath and upon the edges of this are produced organs that execute the functions of stamens and pistil; an actual germ is ripened almost in the substance of the little plate, and from this arises the new fern. The sorus on the original fern-leaf is thus a branch in miniature; every theca in its turn is a cluster or bunch of flower-buds in miniature, the theca itself bearing some analogy to the white sheath that encloses the flower-buds of a narcissus; while every seed-like body is in reality a representative flower-bud, which only expands after being cast away from the parent, and develops the true seed at a distance from it. This wonderful process, it may be well to repeat, is

unique among plants, so far at least as known, and gives the race a striking individuality.

Next in familiarity to the ferns are the mosses,—those delicate little velvety or lace-like plants that spread themselves over the bark of old trees, on moist rocks, upon hedge-banks, on old cottage-roofs, especially if composed of thatch,—that grow, in fact, in almost every habitat that can support life. The flowers of these, though extremely minute, can be made out much more readily than those of ferns. While the plant still seems no more than a tuft of minute leaves, deep down amid the recesses of the foliage there are developed tiny organs analogous to stamens and pistil; the latter, on being fertilized, is elevated upon a stalk as fine as hair, and then we get those pretty little capsules, fat and green, or ruddy and half pendulous, that show so conspicuously to the observant eye in early spring. They are more like choice flowers than like seed-pods, and are so organized as to exhibit some of the phenomena that pertain to the very highest races of plants. The rim of the capsules is set round, for instance, with delicate and movable rays, resembling the white border of a daisy, and exhibiting the same kind of sensitiveness to changes of the atmosphere,—that is to say, closing when it is moist and clouded, opening out flat when the sun shines and the heaven's breath smells wooingly. The seeds are impalpably minute, and float in the air, like the winged ones of thistles, but of course invisibly. When carried or blown against any moist and shady surface, they cling to it and commence active life, and in a little while make it seem as if a coat of bright green paint had been overspread there.

Mosses, independently of the beauty of their little capsules, are plants that abound in curious interest. There is good reason to believe that the plant referred to under the name of the "hyssop that springeth out of the wall," was one of their number. Since hyssop, properly so called, is neither an inhabitant of walls, nor so remarkable for diminutiveness as to form nearly so suitable a contrast to the cedar of Lebanon, it is pretty certain, at all events, that the allusion is made to something else; and the positive arguments are all in favor of its having been mosses that Solomon spoke of. Mosses, like ivy and wall-flowers, consecrate themselves to the ruin. The time-worn castle, the roofless abbey, are favorite abodes with them. They love also to grow in rural graveyards, and may often be seen filling up the deep-cut letters of the epitaph. They are too small for the posy or bouquet,—not impressive enough for the flower-garden; they seem marked out by nature for elegant and sacred purposes that shall be all their own, and these they never fail to fulfil. Nature never forgets either her festivities or her tender sympathies. When spring and summer come, the chaplets are always ready, beautiful as gladness, and dipped in odors; when there is anything sad or solemn, she is ready again, and with a smile that gives a poetical side even to death.

Sea-weeds, those lovely and fragile forms tossed upon the sands from the country of the mermaids,—or, in their larger and stouter forms, hanging in black tapestry from the weather-beaten cliff,—sea-weeds, again, are flowerless plants. Yet they reproduce themselves as regularly as those that bear stamens and pistil. Sea-weeds differ from all other plants in the complete fusion of all their parts into an homogeneous mass. There is no distinction of root, stem, and leaves; any and every portion is a miniature of the whole. True, they hold fast to rocks, and beautiful is the spectacle when the tide is at its full, and the white-bubbled waves come lashing and surging, and the long black thongs and branches, with their great vesicles, float and toss in the water like a strong swimmer in his merriment, secure all the while in their living anchorage: but the attachment is still not that of a root, but simply of a powerful adhesion. If anything can be compared to foliage, it will be the slender and thread-like portions; but the functions even of these are not such as pertain to proper leaves, the plant taking up nutriment in every part alike. The parts analogous to flowers are contained in smaller vesicles, found chiefly near the extremities of the branches. They are too delicate to be distinguished without the aid of the microscope, but they excite the liveliest astonishment, so lively and so novel are the phenomena by which their energy is manifested.

Fresh water also contains its plants, of much the same general character as the weeds of the sea. These are usually *green*, never purple or rose-colored, like many of those that live in salt water; and their structure is in many cases much more simple. Every pond, and stream, and fountain pool contains abundance of light-green cloudy matter, which when carefully taken out and diffused in a basin of water, is found to consist of thin threads, finer than the finest silk. Examined with a microscope, these threads present the appearance of necklaces, consisting of numerous oblong cells or beads

joined end to end. A very common species called by botanists *Zygnêma*, illustrates the process of seed-production in the most striking manner. The cells are filled with dark-colored granules, and as soon as these are ready, the cells of adjacent threads unite by their surfaces; a passage is opened from one into the other; the contents are all transfused; and the cells that are made the receptacle of this commixture become as it were the seed-pods. So marvellous are the disclosures of the microscope!

It was said by La Place that certain discoveries in mathematics had lengthened the life of the astronomer, by enabling him to realize new privileges and new delights. As truly may it be said that the invention of the microscope has lengthened the life of the physiologist. It is more than foreign travel,—it takes us not only into countries that we have read of, and seen pictures of, but into realms peopled with undiscovered wonder, and has the additional enchantment of bearing us ever onwards, by making us feel that though we can never get into the centre of things, we may yet be always approaching nearer, and witnessing new miracles. There is as much, perhaps vastly more, in the infinite little for man to learn and to be charmed with, as he may find, or than he can grasp, perhaps, in the infinite great and distant. Man stands midway between two worlds, in more senses than one. If he can look backwards and forwards as regards time, and feel equidistant alike from beginning and end, so may he, by the help of those wonderful instruments, the telescope and the microscope, perceive himself to be midway as to his place in nature.

EDUCATION OF CHARACTER.

THE only drawback to enthusiasm in any good cause is that it may so absorb us as to prevent us from recognizing something else equally needful. Were we large enough to include both, the more zeal we possessed the better; but as we are so limited in power, we should beware of exhausting it in a single direction. It may be considered at least questionable whether, in our rightful desire to promote intellectual education among our people, we are not in some danger of forgetting the education of *character*. We do not, because we *cannot*, overrate the importance of the former, but we may, and, probably do, greatly under-rate the value of the latter.

In words, indeed, this is not the case. We are all ready to declare, with emphasis, our belief that character is far more necessary to the welfare of the individual and the good of society than any amount of learning or information. Yet this belief must be rather one of the head than of the heart, for unfortunately it does not effectively influence our practice. The mental discipline gained by intellectual studies is eagerly craved by the parent for his child, and by every lover of his nation for her people, and being thus eagerly craved, it is, of course, secured; continual accessions are being made to it in improved methods—teachers and text-books—and the best thought of competent persons is constantly being brought to bear upon it. Now, if we really believed in our own hearts what we profess to hold—that important as this all may be, the possession of a good character for truth, honesty, fidelity and industry is vastly more important—should we not see fruits of such a belief exhibited in at least equal efforts to promote it?

It is true every parent hopes that his child will have it, and many a faithful mother inculcates moral principle so earnestly and presents so high an example of it in her own life that her children grow up well fortified against temptation. This, however, is by no means universal, and to neglect it is not considered nearly so disgraceful as to neglect having a child taught to read and write. Conscientious teachers, too, strive hard to train the moral faculties of their pupils, but they labor at a disadvantage. Their efforts are necessarily desultory; they have neither time nor experience nor preparation for the task; provision for it has not been made in the system, and they have to contend with difficulties which discourage and dishearten them.

The truth is that moral training has yet to be organized and systematized, before it can be carried on with efficiency on a large scale, and this will not be done until its importance is more fully felt than at present. It is taken for granted, in a loose kind of way, that a good character will come of itself to most people. No one supposes that knowledge comes of itself; that mental power can be gained without trouble; that a trade or profession can be successfully pursued without previous systematic preparation. Yet all or any of these are more possible than that a character, worthy of respect and admiration, should spring up without being built, or without either care or knowledge on the part of the builder, of the materials he uses, or the way in which to combine them.

To any one who patiently and thoughtfully considers the relative value to the world, to the nation, to the family, to the individual, of character and of what is popularly called education, it will be a matter of profound astonishment that so much time, thought and resources should be expended on the one, and so little on the other. Take the workman who is industrious, sober, honest and truthful, but who has barely learned to read, and place him side by side with another who has enjoyed years of mental training, but who is lazy, or intemperate, or unfaithful. No one would hesitate in pronouncing the former a far more valuable member of society, a better husband and father, a better citizen, a better and happier man. So the college-bred man who may have taken honors and begun a brilliant career, but who is a spendthrift or a gambler, or dishonorable in business, or self-indulgent, is vastly inferior considered in any point of view to the man who, with but few advantages of culture, has firm principles, provides for his family, and lives honorably before the world.

So in every case where moral character and intellectual acquirements are compared —it must be to the superiority of the former. Whether the parent is providing for the honor and happiness of his child, or the Government is planning for the social value of its citizen, the work of character-building must take precedence of mental culture, both in time and importance.

The extreme delicacy and difficulty of this part of education afford one reason, doubtless, why it is so largely put aside. This, however, when admitted, should give an additional incentive for bringing all our powers to bear upon a subject at once so important to human welfare, and so little understood. Character is formed by habits, habits by repeated actions, and actions result from awakened feelings. If we would then successfully build up character worthy of esteem, we must present motives to right action, and strengthen the tendencies to such action by securing continuous repetition. Not by perpetually reiterating rules of conduct, insisting on one thing and denouncing another; not mainly by reasoning or explaining, or holding up consequences to view; but by so operating upon the emotions and desires as to strengthen the higher and weaken the lower; and by thus developing the germs of moral principle which exist in every heart, are good habits formed and is good character established.

Phila. Ledger.

FIFTY YEARS AGO.

SOME REMINISCENCES OF BOSTON SCHOOLS.

BY GEORGE W. MINNS.

"I will conduct you to a hill-side laborious indeed at the first ascent."—*Milton.*

AN alderman of the city of Boston said publicly in his seat, "I cannot see that the boys and girls who leave the school today are any better fitted to take care of themselves than they were thirty years ago." From time to time articles appear in the newspapers, complaining of the multiplicity of studies in the common schools, and stating either that they are not better or they are worse than they were years ago. It is true that the curriculum has been extended, but some of the branches, such as music, drawing, light gymnastics, etc., besides other benefits derived from them, afford the much needed relief to minds fatigued by the difficult studies. The list may be too long, but great judgment and deliberation are necessary in shortening it, for it would be difficult for any thoughtful committee to pronounce what studies ought to be excluded from it. Under these circumstances intelligent teachers must endeavor to find time for the different exercises, by resolutely and heroically omitting from text-books everything that is unimportant and unessential. The present article is written to show the incorrectness of the assertion or notion that the public schools have not improved within the last half century.

The first public school which I attended was the old Boylston Grammar School, situated on Fort Hill, one of the three hills of Boston, once a landmark, but which is now levelled by the hand of man. The schoolhouse was in two stories, the upper being occupied for the reading, and the lower for the writing department. Each room extended nearly the whole length of the building, and could *accommodate* some one hundred and fifty children. There was near the door a large stove, the funnel from which extended the entire length of the room to the chimney at the other end. At this end there was a large open fire-place. Wood was the only fuel used. There was an open passage-way through the centre of the room, from which the lines of seats for pupils, placed parallel to the aisle, gradually ascended to the windows. Each room was under the charge of a master and an usher, placed at opposite ends of the room, who heard recitations

at the same time. We spent half the day in the reading, and half in the writing room.

The first words I heard when I had taken my seat in the school, were from a boy who read, in school-boy fashion, "I ask now, Verres, what you have to say to this charge?" etc. I will venture to say that not a boy in the school knew what was the charge brought against Verres, or who Verres was. The most that any one could have said concerning Cicero would have been that he was "a great Roman orator." The reading-book used was "Scott's Lessons." That excellent manual, Pierpont's *American First Class Book*, was not introduced till two or three years later.

In this reading department, the only branches attended to were spelling, reading, geography, and a little grammar. There was no exercise in writing English; no one was taught even how to write a decent letter, or made acquainted with ordinary business forms. There was not a globe, a wall-map, a black-board, or any kind of apparatus, in the school. Before I left, Master Fox, a new principal, came, who showed us what might be called a hoop-globe, manufactured by himself, which we boys thought was quite a triumph of skill, and by the aid of which we learned more of mathematical geography than in any other way.

Master Stickney, who was the principal of the reading-school when I entered, paid more attention to *reading* than to anything else. He was a very good reader, and pronounced like a cultivated Englishman. We spent the greatest part of the time in reading *The American First Class Book*. I do not know how many times we read it through; and we became so familiar with it that all its most beautiful, interesting, and eloquent passages are, to this moment, fresh in my memory. I think the pupils of that school have always felt grateful to Mr. Pierpont and to Mr. Stickney for stamping upon their minds, when most tender and susceptible, the many touching, beautiful, and noble extracts with which that reader abounds. Mr. Stickney was a scholar, a man of fine literary taste, and had a great deal of sensibility; for we never read the pathetic piece by Dana, entitled "The Mother and Son." without the tears rolling copiously down his cheeks. He read to us those plays of Shakespeare from which extracts are made in the *First Class Book*, in order to enable us to understand the latter; and I remember his reading a part of "The Merchant of Venice," which so interested us that some of the boys read the remainder at home, and after school repeated the reading, under the shade of the trees on Fort Hill mall, to groups of classmates who were eager to learn whether Shylock got the pound of flesh or not. This was our first introduction to Shakespeare. Mr. Stickney did not remain long with us; and when he left, we heard that he had been dismissed by the school committee for the heinous offense of reading *plays* to us. It was no extenuation that the author was Shakespeare.

I will mention one or two instances of Mr. Stickney's peculiarities. He did not tell a boy to put a *stick* of wood, but a *billet* of wood on the fire. In punishing, he exhorted boys to bear the infliction bravely; and he often quoted, with emphasis, the words, "Cowards die many times; the valiant never taste of death but once." Whenever two boys fought, he always flogged the one who was defeated.

Master Fox, his successor, excelled in teaching geography. His explanations of mathematical geography were clear and satisfactory, by means of the hoop globe before mentioned, which he introduced, and which was the only piece of apparatus I ever saw connected with the schools. He also had his quotation ready, whenever he used the rod; and as he laid on the usual three blows for misconduct, he would exclaim, in the words of "Old Jacob Stock," "Can't help it—can't help it—can't help that neither."

The only branches taught in the writing department were penmanship and arithmetic. This was before the age of steel pens; and the master and usher usually made the pens and set the copies out of school hours. No instruction was given from charts or the blackboard. The arithmetic used was Daboll's. We committed to memory tables (as was proper), and also the *rules*, which we followed, often without understanding them, in working out our "sums." Although I have not since seen the book, yet I distinctly remember that the "Rule of Three" filled the whole of the one hundredth page. I learnt it, and repeated it like a parrot, with no knowledge of its reasons; and I thought, when I could say this rule, that there was little more in mathematics for me to learn. Warren Colburn's "Intellectual Arithmetic" was not introduced till the latter part of my course in this school; and then for the first time did we boys begin really to understand and be interested in arithmetic.

The teachers in the writing school during my connection with it, were Masters Finch and Emerson, and ushers Callender, Whee-

ler, and Robinson. Mr. Frederick Emerson, afterwards the author of a series of school-books on arithmetic, was the severest disciplinarian among them. He was very tall, long-visaged, and stern-looking, and we were all very much afraid of him. The others excelled in penmanship. They were good and lovable men. I remember them with great affection. Mr. Robinson died, some two years ago, at the age of ninety-two. As long as he could work, his life had been spent in the public service in the Boston schools, and when the infirmities of age compelled him to retire, the city allowed him a pension sufficient for his support. Many a pleasant word and smile have I had from that worthy and kind-hearted man.

Perhaps at this time, as well as at any other, I may refer to the subject of corporal punishment. In my school days, in the grammar schools, the rod was continually used. Monitors were appointed to notice any misdemeanors; and upon these calling out the names of any misbehaving themselves, the culprits stood in a line in the broad aisle, and when some fifteen or twenty had collected, the master "went through" them with the rattan or ferule, striking, usually, three smart blows on the hand. These then took their seats, and in half an hour or in less time, fifteen or twenty others suffered similar punishment. There was no investigation,—there was no time for any; not a question was put; every boy in the line was presumed to be guilty. I never saw any severer instrument of punishment employed than those I have mentioned. I never saw a cat-o'-nine-tails, large or small, an "iron bar," a "fool's cap," or a "hangman's cap," some or all of which were used fifty years ago in the New York public schools. The severest and most disgraceful punishment in the Boylston school (bad in its effect upon all parties) was "running the gauntlet." A number of boys stood in the middle aisle, with their legs far enough apart to allow the culprit to crawl on all fours between them; and in so doing he was beaten by them with sticks as he passed along. Of course his object was to go as expeditiously as possible, and theirs to inflict the blows during the transit. I witnessed this punishment several times while attending the Boylston school. We had, once in a while, cogent but not satisfactory arguments addressed very properly to the most backward part of us by the powerful arm of the master alone. If a boy happened to fall asleep, as would sometimes occur of a hot day, it was the practice of one of the masters to direct the boy behind him to give him a sound "fillip" on the ear, which was administered without mercy, and with the full strength of the agent selected. I was never punished in any other way than on the hand. I behaved as well certainly as the average boy; but the number of castigations I received, may almost be said to be comparable to some of those formidable numbers in astronomy, which we can state, but of which we can form no clear conception. When I think how many they were, I am sometimes surprised to find myself alive. I could, however, deem it a sufficient compensation for what I have undergone, if I might be allowed to think that my case is "a survival of the fittest."

TEACHERS' READING.

BY MARY A. WEST.

As a man thinketh, so is he; as a man readeth, so doth he think. In selecting a teacher for our young people, we care more to know what books he habitually reads now, than what books he studied in college. He studied what was in the curriculum; he reads what he chooses to read, hence his reading is the better criterion by which to judge of his habits of thinking. And this is a vital thing; as Isaac Taylor truly says: "All knowledge, without thinking, is only splendid ignorance." If one would-be teacher reads only newspapers and the higher forms of literature, however ready and even brilliant he may seem in conversation, he is a superficial thinker, and will leave the impress of his habits of thinking upon his pupils; on the other hand, if he deals only with the "weightier matters of the law," if all his leisure hours are given to abstruse studies, his habits of thoughts will draw him from companionship and sympathy with his pupils; he will seem too much a "philosopher" to be their "guide and friend." Instead of leading them to love good reading he will probably be voted a bore.

A teacher should never study, or read, or think, himself, out of sympathy with bounding young life; on the other hand, his standard of reading and thinking should be pure and high, and his sympathy with his pupils so perfect that they are drawn up to it. Vitiated taste in reading is as deleterious to mind and heart as is a taste for alcoholic liquors to the body, and should be just as strictly guarded against. That such tastes are formed by boys and girls, in spite of all

the wealth of literature our mother-tongue affords, is proof that "somebody blundered," where to blunder is a crime.

Usually the fault is in home training, or the lack of it; but whether the beginnings are at home or in the school, the bitter waters flow on polluting both home and school. Teachers can and ought to do much to purify and sweeten them.

What a teacher is affects his pupils more than what he says or does: so what he reads affects them more than what he tells them to read. As he deals with human souls, nothing which concerns man can be without interest to the true teacher; hence his reading will include the humanities, technically so-called, and give large space to biography and history, history that is really history of the people and not bloodstained chronicles of carnage. The field thus opened is so wide that cultivated taste, enlightened judgment and conscience, must be exercised in choosing subjects and epochs. There are biographies of good men and of bad; biographies which make their subject seem living, loving, acting men and women; others that relegate them to the realm of ghosts or of dry bones. There are histories which give a mere succession of dry facts, without logical sequence or connection. There are others which make past time live before us and reveal the subtle threads running through all, binding all together into the beautiful philosophy of history. Life is too short and time too precious to be wasted on the one class of writings: while the other class no one can afford to neglect.

Each year natural science is entering more and more largely into a human life, hence it should be included in a teacher's reading. Higher than this is the consideration that it is a grand thing, as Agassiz says, "to think God's thoughts after Him," as we do while teaching his works in nature.

The Bible should be familiar to every teacher. Nowhere else will he find character painting so true, morality so pure, man's duty to his fellows and his God so thoughtfully and impressively set forth.

The teacher's reading should include the standard classics, English and foreign-tongued. He can not afford to be without their formative power upon his mind and his literary style. Plato and Socrates, Homer, Horace and Virgil, rare Ben Jonson, silver-tongued Addison, strong, quaint John Bunyan, Spenser, Chaucer, Shakespeare, and all that bright galaxy, form a goodly company from which he should not exclude himself.

All good things are not old, and the teacher whose reading does not include the writers of the present century is not fit to be in charge of embryo American citizens. They deal with live issues of to-day, as well as those broad themes underlying all humanity. It is easier to interest young people in reading authors who have lived during their own life-time, and write of things with which they are familiar, than those dead a century ago. The surest, pleasantest way of arousing and cultivating a love of good reading in our pupils is to introduce them first to the writers of our own country and times.

Let Bryant lead them by the banks of Green river, out into the groves which were God's first temples, bidding them watch the water-fowl, guided by

> A power whose care
> Teaches his way along that pathless coast,—
> The desert and illimitable air,—
> Lone wandering, but not lost.

Or teach them to listen to the song of "Robert of Lincoln;" speak to their hearts in quieter moments through the "Forest Hymn," or the "Death of the Flowers," or lead them through "The Portal" into the solemn grandeur of "Thanatopsis." Let Whittier come into the life of every "Barefoot Boy" as a beneficent presence; let his "Voices of Freedom" thrill their young hearts, and his grand "Centennial Hymn" inspire them with love for their country and their country's God; let his "Songs of Labor" make work honorable in their eyes; his "Home Ballads" speak to them of purity and love and peace; his "In War Time" and "National Lyrics" arouse them to high-souled patriotism, and communion with his reverent, loving heart draw them

> Too near to God for doubt or fear,

even in the midst of fierce battling with oppression and sin.

Introduce them to Longfellow in the sweet quiet of "The Children's Hour;" let them listen, with him, to the ticking of the "Old Clock on the Stair," or watch the sparks fly from the forge of "The Village Blacksmith;" let them follow "Evangeline" through her weary wanderings to the pathos of her lover's death-bed, while their young hearts burn with indignation at the atrocity which Acadia suffered; let them plant with him the apple tree, and launch with him the ship, explore prairie and forest with Hiawatha, take that midnight ride with "Paul Revere," and listen to his "Tales of a Way-side Inn."

Let them learn to love Irving by laughing

with him over the quaint mishaps of "The Knickerbocker," roaming with him through the great prairies of the west, and through the Alhambra, and they will need no urging to read his "Columbus" or "Washington." Utilize this centennial year of his birth to fix him more deeply in their hearts.

In a similar way make Motley, Prescott, Cooper, Mrs. Sigourney, and others, on both sides of the sea, seem familiar friends to our young people, and we need not so much fear the influence of the Jesse James and Buffalo Bill style of literature.

Often our pupils are with us so short a time that we cannot do for them all we wish. But few are with us such a little while that we cannot teach them to know and love *one* really good poet, and this may sweeten all their lives. I would rather a pupil left school wish a thorough appreciation of, and love for, Gray's "Elegy," Longfellow's "Palm of Life," Shelly's "Skylark," Whittier's "Prayer of Agassiz," his "My Psalm," or "The River Path," Bryant's "Thanatopsis," Milton's "Ode to Light," Tennyson's "Margaret," or Spencer's Una in "Faerie Queen," than to be able to speak in unknown tongues, without this accomplishment. *Present Age.*

RANDOM NOTES IN MUSIC.

SINCE the Church has been divided into many branches, each has had its sweet singers, whose music has gladdened all the rest. It was Toplady, a severe Calvinist, who gave us "Rock of Ages." Men differ about the atonement; they almost call each other heretics and outcasts in their difference about it; but, when that hymn is sung, every heart rests upon the one Redeemer. It was Charles Wesley, an Arminian, who sang "Jesus, Lover of my Soul." Side by side are Watts and Wesley, Church of England and Dissenter. F. W. Faber, a devout Catholic, wrote that hymn which breathes the highest spirit of Christian submission, "I worship Thee, sweet Will of God.,' Madame Guion, an unquestioning Catholic, wrote "O Lord, how full of sweet content!" Francis Xavier, one of the founders of the Jesuit order, wrote "Thou, O my Jesus! Thou didst me upon the Cross embrace." While the Church of England was convulsed by the greatest struggle it has known within this century, Keble, closely attached to one of the contending parties, wrote the Evening Hymn which the whole Church delights to sing. A Unitarian, Sarah F. Adams, gave us "Nearer, my God, to Thee." The controversies over the orthodoxy of that hymn are as dry and cold and dead as the stones Jacob took for his pillow; and, meanwhile, souls mount up by it toward heaven as did the angels on the ladder Jacob saw.—*Christian Union.*

FRANZ SCHUBERT, the great lyrist, was born at Lichtenthal, a suburb of Vienna, in 1797. His father was the schoolmaster of his native village, and according to Mr. Haweis, had eighteen sons and daughters. Franz was the second son, and shared the family passion for music. When he was five years old, his father prepared him for elementary instruction, and at six he was sent to school, where he was always one of the first amongst his fellow students. The old schoolmaster was his son's first instructor in music, as in everything else, the teacher finding that the pupil "had somehow mastered the rudiments for himself." The choir-master, who was Schubert's next teacher, observed that "whenever he wanted to teach him anything, he knew it already:" and Salieri, to whom he owed most information, admitted that the boy "was a born genius, and could do whatever he chose." Mr. Haweis, who supplies these particulars in his book "Music and Morals," argues from this early and extraordinary musical development, similar to that of Mozart and Mendelssohn, that "nature seemed to feel that a career so soon to be closed by untimely death must be begun with the tottering steps and the early lisp of childhood." But, no doubt, the precocity, with its premature undisciplined independence, had its serious disadvantages; and it is well known that Schubert before he died deeply regretted, and was taking earnest steps to remedy, his defective knowledge of counterpoint and of the higher branches of the study of music. His superficial practical acquaintance with music was made so speedily that, at the age of eleven, he was not only a good singer in the choir of the imperial chapel, but played well on the piano and other musical instruments; and before he was fifteen he was so unexceptionable a violinist, that he would take the part of "first violin" in the orchestral practicings. In 1816, Schubert, then nineteen years of age, wrote what was to prove one of his greatest successes, but which like his other successes, received only a gradual acknowledgment. Mr. Haweis has this account of the composition of the now famous air of the "Erl King;"—One afternoon, Schubert was alone in the little room allotted to him in his father's house, and happening to take up a volume of Goethe's poems, he read the "Erl King." The rushing sound of the wind, and the terrors of the enchanted forest, were instantly changed for him into realities. Every line of the poem seemed to flow into strange unearthly music as he read, and, seizing a pen, he dashed down the song nearly as it is, in just the time necessary for the mechanical writing.

LUTHER, to a certain extent, attempted to imitate the work of King David; and, as the latter used the ancient Egyptian music as a groundwork of his system, so Luther sought out and endeavored to preserve all that seemed to him beautiful in the Catholic service. He was especially anxious that the Evangelical Church should not seem to be the foe of any of the fine arts, but should use and foster them. He says, "I rejoice to let the seventy-ninth Psalm, 'O God, the heathen are come,' be sung as heretofore by one choir after another, . . . just as it was in the Popish fasts, for it sounds and looks very devotional." Speaking of his desire to make thorough reforms in the music of the people, he writes to a friend, "I wish, after the example of the prophets and ancient fathers of the Church, to make German Psalms for the people—that is to say, sacred hymns—so that the Word of God may dwell among the people by means of song also." It was in this year that the first hymnal, spoken of above, was issued. Its title reads, "Some Christian Songs of Praise and Psalms, made from the pure Word of God, from the holy Scriptures, by several highly learned men, to be sung in the Church, as is already partially the practice in Wittenberg, 1524." The success of these hymns was immediate, and from this time there began a composition, arrangement, and adaptation of chorals which

remains unparalleled for fertility and activity. Every pastor seemed to think it part of his duty to arrange or compose at least one hymn to the glory of God, and many gave forth whole collections. Thousands on thousands were published even in the early days of the Reformation, and to-day each principality and almost each city has its special collection of Psalms and chorals.—*Elson.*

THE natural history of music is full of wonders. It is as if the Giver of all good gifts had presided over the creation of this with especial love and tenderness, fencing it round with every possible natural security for its safe development, and planting it among those instincts we have least power to pervert. The sense of *time*, which is music's first law, is alone a marvelous guarantee. It is the first condition of musical being—a natural regularity, which we can only bear to hear transgressed from the pleasurable surprise in which the mind is kept for its return. But the true timist is time all over; see the orchestra conductor, with his little wand by which he communicates to hundreds of performers the electric fluid of true musical measure, and by which the slippery particles of sound seem knit together for action. And then the readiness with which the memory lends itself to the service of music, is another phenomenon peculiar to her. What a paradox it is, that what the mind receives with most passiveness, it retains with the most fidelity—laying up the choicest morsels of musical thought, to be ready at any moment for spontaneous reproduction? For not even the exertion of our will is requisite—a thought, nay, the slightest breath of a hint, is sufficient to set the exquisitely sensitive strings of musical memory vibrating, and the emotions that have lain buried for years will come back with a melody. Pictures, poetry, loves, hatreds, and promises of course, are all more fleeting than *tunes*. There is no such pitiless invoker of the ghosts of the past as one bar of a melody that has been connected with them. No such sigh or sob escapes from the heart, as that which follows in the train of some musical reminiscence.—*Wysham.*

IF the voice be not of the best, it is of small consequence. The full-voiced sound will absorb all individuality of voice. Each will be aggregated with all. The little separate waves will go to form an entire ocean of sound, a multitudinous oneness and massive whole, without any prominent individualizing. Especially is this true when the voices are under the controlling and assimilating influence of a powerful, and well-played organ; and, in congregational singing, the organ should have the largest liberty of utterance, the foundation-stops being alone employed. So then it may be taken as a fact that, in the people's music of the church, the control and use of the voice require little artistic training, but only so much musical endowment as about everybody naturally has, and so much musical memory as to remember such simple melodies as form the staple of tunes adapted to general use. All the better, to be sure, if preliminary training has been secured, with some knowledge of the elementary rules of music. This were best done in early life, and while at school; and we hesitate not to say that it is a great mistake whenever in any school, public or private, instruction in music and singing is omitted.

REFERRING to praise-meetings, a leading writer says: "Every new phase of religious opinion or religious life has some reason why it should exist—emphasizing some want of our being which has been, or is likely to be, neglected. And, hence, it is to be studied and intelligently turned to account. If the praise-meeting owes its existence to the fact that we have been slighting the element of praise in our religious gatherings, or to the fact that the people want to do their own singing rather than listen to the performance of a paid quartet, by all means, let us learn these lessons. We think these are the facts which make Dr. Tourjée's innovation take so well with the religious people of sober New England, while the novelty of a brass band draws in the curious and helps to crowd the house. Let us then give our churches all the chances to sing they want, under the guidance of a competent and at the same time a devout leader, and in combination with such chances to speak and pray as may make the enthusiasm developed by a praise-meeting yield substantial results in the conversion of sinners and the strengthening of saints. There is no doubt that singing, especially the singing of a large, well-trained congregation, is quite as legitimate and possibly as effective a means of grace as praying or preaching. You can sing men into the kingdom as well as pray them in. But true Christian praise will ever contemplate religious ends. It will never degenerate into mere recreation."

MUSIC is not a mere luxury and an accomplishment, as so many superficial persons imagine. The history of the world shows music as a great agent in the formation of the characteristics of nations. It shows king and peasant alike swayed by its power, and in many cases it has been the moving cause in great deeds. The *Marseillaise* has given France much of its military glory; Dibdin's songs were worth a whole fleet of ships to England; the religious songs of the Reformation made Germany a great power; the sweet songs of Switzerland moved the mountaineers to the deepest love of liberty and of Fatherland, so that it even impelled them to suicide when unable to return to it from foreign shores. In every really great movement of the world, either in peace or war, music has used its influence, and generally upon the side of right, truth, and happiness. Music is the privilege of no single class, but belongs to all men and conditions of men.

THE custom of making musical prodigies of very young children is one that generally overreaches itself. The result is generally like some California fruits, which attain abnormal proportions at the expense of flavor. It is seldom that a prodigy becomes a great artist in his later years. We know personally of some performers who were remarkable at seven years of age, and have only reached mediocrity at twenty. Against the exceptional case of Mozart may be set the healthy development of Brahms, Wagner, Schumann, Weber, and dozens of other leaders of the musical world, who became great only as their general intelligence expanded and grew.

DOES Music enlighten our views, or enlarge our understanding? Can she make us more prudent or more practical? No, but she can make us more romantic; and that is what we want, in these days, more than anything else. Her whole domain lies in the much-abused land of romance—the only objection to which in real life is, that mankind are too weak and too wicked to be trusted in it. She appeals neither to our reason, our principles, nor our honor. She can be neither witty, satirical, nor personal. She has no logic and cannot reason, neither can she preach; but also, she cannot wound or defile. She is the most innocent companion of the Loves and the Graces, for real romance is always innocent. Music is not pure to the pure only, she is pure to all. It is only by a marriage to language that it can become a minister of evil. An instrument which is music, and music alone, enjoys the glorious disability of expressing a single vicious idea, or of inspiring a

single corrupt thought. It seems as if she had been banished from Eden, and that, having taken possession of the heart in its primitive purity, she had ever kept her portion of it free from the curse; and to have made it her glorious vocation on earth to teach us nothing but the ever higher and higher enjoyment of an innocent pleasure, the only one which is distinctly promised to be transplanted with us from earth to heaven.

WHENEVER I think of God, I can only conceive him as a Being infinitely great and infinitely good. This last quality of the divine nature inspires me with such confidence and joy that I could have written even a Miserere in *tempo allegro.—Haydn.*

WE walk here, as it were, in the crypts of life: at times, from the great cathedral above us, we can hear the organ and the chanting choir, we see the light stream through the open door, when some friend goes out before us; and shall we fear to mount the narrow staircase of the grave that leads us out of this uncertain twilight into eternal light?—*Longfellow.*

MUSIC is too often looked upon as nothing but a mere passing enjoyment—something only for the moment—as simply a concord of sounds agreeable to the ear: but true art occupies a higher sphere than this; and to be able to truly appreciate and enjoy it, we must know something of the laws by which it is governed.

"CHEERFULNESS," says Bishop Taylor, "and a festival spirit fill the soul full of harmony; it composes music for churches and hearts; it makes and publishes glorifications of God; it produces thankfulness, and serves the end of charity; and, since it is so innocent, and may be so pious and full of holy advantage, whatsoever can innocently minister to this holy joy does set forward the work of religion and charity."

THE ART OF QUESTIONING.

BY J. P. WOOD.

HE who would teach an art or a science successfully must know it well; he must instil its principles, one by one, and in the right order, into the minds of his pupils; and he must not burden their memory with useless matter. Teach related facts, for this process is in accordance with the great law of association; while disjointed facts serve no other purpose than that of filling the mind with useless matter.

It is difficult to set forth the great use of judicious questions; they secure attention, create a live interest, awaken the mind, sharpen the faculties, and crown the teacher's work with success. The great advantage which may be derived from the practice of framing questions is apparent, and is confirmed by experience.

In framing questions, due attention should be paid to the nature, laws, and operations of the mind, and to the principles of the subject. A most admirable correspondence exists between the facts and principles of a subject and the faculties of the mind; that is to say, the elementary facts of a subject are adapted to the primary faculties, and the philosophy of the subject, to matured faculties.

Perhaps no process in teaching requires the exercise of more prudence than the order of questioning. Questions should be consecutive; each should be subordinated to the succeeding ones, and each inquiry should be for the fact or principle which is closely related to the preceding ones. This consecutiveness, which is so essential to the retention and thorough understanding of a subject, is based on a law of association, namely, that as each idea is joined to a kindred group, when one is awakened the others follow in order.

The proper presentation of related facts forms an association of ideas in accordance with this principle. Special pains should be taken to make questions concise, pointed, and interesting. Appropriate questioning tends to elicit prompt, accurate, and well-worded answers; while loose, scattering, or irrelevant questions confuse, weary, and disgust pupils. It is evident to those who have paid attention to the subject, that want of skill in teaching must be ascribed, in a great measure, to bad methods of questioning.

When the catechetical mode of instruction is employed in teaching a subject, rational questioning is essential; and those teachers who prepare lists of good questions, make their instruction more permanent and useful than those who extemporize their questions.

Important points should be made the subjects of searching question; and instead of wearying pupils or distracting their minds with too many questions, it were better to repeat important ones, as repetition makes a permanent impression.

In questioning, teachers should accommodate their language to the understanding of pupils. Much depends upon the language employed. Questions which call into exercise the powers of comparison and discrimination are of most value. Digressions serve to distract the attention, and pupils go from the recitation without realizing its main objects. To secure good results questions should be prepared beforehand; and the practice of making them will enable teachers to render their instructions doubly useful to their pupils.

It is not asserted that this article exhausts the subject, or that its principles are applicable to all cases; but it is believed that the foregoing principles constitute at least a foundation for the art of questioning.

Minnesota Ed. Journal.

EXAMINATION QUESTIONS.

FINAL TEST AT MILLERSVILLE.

THE annual examination of the graduating class at Millersville State Normal School was held June 25th and 26th. The examining committee were State Superintendent Higbee and Profs. S. B. Heiges, Principal Shippensburg Normal School; Supt. B. G. Ames, of Columbia; Supt. Wm. H. Shelley, of York, and Prof. Edw. Brooks. The examination was written, and the following is the list of questions in the different branches. The class was the largest that has yet been graduated from this school, numbering forty-nine members, forty-eight being in the elementary, and one in the scientific course. The list of questions, as here given, is taken from the local press:

SCHOOL ECONOMY—DR. HIGBEE.

1. The school room, color and surface of walls; light; ventilation; temperature; library apparatus.
2. Certificates recognized by law, and their value.

MENTAL SCIENCE AND METHODS OF TEACHING —DR. HIGBEE.

1. Nature of attention and methods of cultivating the same.
2. Nature of perception and methods of cultivating the same.
3. Explain the inductive method of teaching, with examples.
4. Explain, on psychological grounds, the necessity of the study of mathematics.

BOTANY—PROF. HEIGES.

1. Define botany.
2. Define endogen, exogen, acrogen, thallogen, mono-cotyledon, and give an example of each.
3. Define dicotyledon, polycotyledon, and give an example of each.
4. Name the various parts of a flower, and its essential organs.
5. Define caryopsis, drupe, pepo, pome, and legume, and give an example of each.
6. What are the general forms of venation, and which is found on endogenous plants?
7. Name the various forms of leaf margins, and give five forms of leaves.

PHYSIOLOGY—PROF. HEIGES.

1. Define physiology.
2. Define the osseous system; tell how many bones are in the human system, and how they are divided.
3. How many teeth are in each set, and name the teeth in the permanent set.
4. Define circulation and describe it from the entrance of the blood into the right auricle.
5. Define digestion, and name all the processes succeeding prehension.
6. Explain the formation of the ear and the functions of the various parts.
7. Explain the structure of the brain, names of various parts, and functions of gray and white matter.
8. Define muscle, and name several uses of muscles.
9. Explain the construction of the organs of voice.
10. Name the five senses, and locate each sensation to its appropriate organ.

NATURAL PHILOSOPHY—PROF. HEIGES.

1. Define matter; give an example of its three states.
2. Name the universal properties and define three of them.
3. Name the two kinds of friction, and mention some of the advantages of the same.
4. Define capillarity, and state the law of elevation of liquids in tubes of different sizes.
5. State the law governing the time of oscillation of pendulums of different lengths. Example: Lengths 39′ and 156′; required ratio of oscillation.
6. A rifle ball leaves the earth perpendicularly with a velocity of 80 feet per second. Over what distance did it pass?
7. A photometer (define) indicates a sixteen candle-power for a gas-jet 1 foot from the wall. What will be its candle-power 4 feet from the wall?
8. What is the velocity of light? By whom and by what means was it discovered?
9. Explain the construction of the human eye.
10. Explain the construction of a plate electrical machine.

GEOGRAPHY—SUPT. AMES.

1. Name and describe three of the largest rivers on the earth.
2. Of what States is the empire of Germany composed? Bound it and locate the capital and three other large cities.
3. Describe the physical features of North America. Give its principal mining regions, and tell what they produce.
4. Describe the Yukon river.
5. What industries predominate in (a) the New England States? (b) the Gulf States? (c) the Mississippi Valley? (d) the Pacific States?

HISTORY—SUPT AMES.

1. Give an account of the voyages of John and Sebastian Cabot.
2. Relate what you regard as the more important events connected with the colonization of Massachusetts.
3. Give a brief account of the life and public services of William Penn.
4. When and under what circumstances was Harvard College founded? The printing press introduced into this country?
5. Say what you can about the thirteenth and fourteenth amendments to the Constitution.

ORTHOGRAPHY—SUPT. AMES.

Metonymy, brilliancy, pretentious, arrangement, æsthetics, legitimate, repartee, mediæval, reference, panegyric, adamantine, connubial,

necessities, asphyxia, offering, transferring, altering, decalogue, decease, deceit, decimal, declension, decrease, defalcation, defamation, deference, deficiency, deficit, defunct, deign, deleterious, delicacy, delicious, demagogue, demonstrable, dense, domicile, dyeing, duteous, eligible, emanate, exhilarate, facet, fascinate, finical, indelible, inseparable, inferrible, salable, peaceable.

RHETORIC, GRAMMAR, ETC.—SUPT. AMES.

1. Definition and derivation of the term rhetoric.

2. What is meant by perspicuity in words?

3. Give definitions of the following: Parallel, diallage, diexodus. What is meant by irony, sarcasm, innuendo?

4. Difference between the three departments of harmony.

5. What is method? What various forms does subject-matter assume?

6. Name the four chief classes into which the various kinds of composition are divided? Cite examples of each.

7. What is meant by the emotions? Classify them.

8. Difference between the ancient and modern idea of the Beautiful.

9. What is meant by the ridiculous? What are the three requisites of wit? What is the squib? The pasquinade? The bon mot? The lampoon?

10. What is literature in its most general signification? What are the seven departments of literature? Define poetry. What metres are employed in the following? Mark off the feet:

> "*God help* you, sailors, at your need—
> Spare the curse;
> For some ships safe in port, *indeed*,
> Rot and rust,
> Run to dust."

11. Analyze the above, verify the punctuation, and parse the italicized words.

LATIN—SUPT. AMES.

Translate literally the following:

Post ejus mortem nihilo minus Helvetii id, quod constituerant, facere conantur, ut e finibus suis exeant. Ubi jam se ad eam rem paratos esse arbitrati sunt, oppida sua omnia, numero ad duodecim, vicos ad quadringentos, reliqua privata ædificia incendunt; frumentum omne, præter quod secum portaturi erant, comburunt; ut domum reditionis spe sublata, paratiores ad omnia pericula subeunda essent: Trium mensium molita cibaria sibi quemque domo efferre jubent.

Nihilo, part of speech, account for case; *quod*, parse and decline; *constituerant*, principal parts and where found; *conantur*, reason for tense; *numero*, rule for case; *ad*, parse; *vicos*, decline; *portaturi erant*, where found; *comburunt*, principal parts; *sublata*, from what verb? what part of verb? rule for use; *sibi*, rule for case; *domo*, rule for case; *jubent*, principal parts.

ALGEBRA—PROF. SHELLEY.

1. Find G. C. D. of $x^6 - 7x^3 + 6$, $x^6 - 2x^3 - 48$, $x^6 - 5x^3 - 6$, $x^7 - 3x^2 + 54x$, and $x^5y - x^5y - 30x^2y$.

2. Give all the prime factors of L. C. M. of $4x^6y^2 - 4y^8$, $x^3 - 3x - 2$, and $x^2 - 7x + 6$.

3. Given $\frac{\sqrt{4x+20}}{4-\sqrt{x}} = \frac{4-\sqrt{x}}{\sqrt{x}}$ to find x.

4. Find the value of $\sqrt{14 - 4\sqrt{6}}$.

5. Find 5 arithmetical means between 3 and 31.

6. A square tract of land contains one-fourth as many acres as there are rods in the fence inclosing it. What is the length of the fence?

7. Given $x + \sqrt{x} : x - \sqrt{x} :: 3\sqrt{x} + 6 : 2\sqrt{x}$, to find x.

8. Find three numbers in geometrical progression such that their sum will be 21 and the sum of their squares 189.

9. A dealer bought a box of shoes for $100. He sold all but five pairs for $135 at a profit of $1 per pair. How many pairs were there in the box?

GEOMETRY—SUPT. SHELLEY.

1. Prove that the diagonals of a parallelogram bisect each other.

2. An inscribed angle is measured by one-half of the arc intercepted by its sides.

3. The three bisectors of the three angles of a triangle meet in a point.

4. To inscribe in a given circle a regular hexagon.

5. To describe a circumference through three points not in the same straight line.

6. Prove the value of the interior angle of a regular octagon.

7. Give the distance between the diagonal and the side of a square, to construct the square.

8. The perpendicular distance between two parallels is 30, and a line is drawn across them at an angle of 45 degrees. What is the length between the parallels?

ARITHMETIC—SUPT. SHELLEY.

1. How would you teach a class notation of decimals?

2. A store rents for $2,000, and the tax on the same is 2½ per cent. on a valuation of $22,000. The owner sells it for $35,000, and invests the money in bonds at 91 that pay a dividend of 7 per cent. annually; how much is his income increased or diminished?

3. A, B and C enter into partnership; A kept his stock in one year, B put in one-fifth as much as A for 10 mo.; C put in three-fourths as much as A for 4 mo.; they gain $3,400. What was each one's share of the gain?

4. What will be the cost of raising the surface of half an acre of ground 9 inches, at the rate of 75 cts. per cu. yd.?

5. Mr. Smith paid 3¼ times as much for a horse as for harness; if he had paid 10 per cent. less for the harness and 7 1-7 per cent. more for the horse, they would together have cost $245.40; how much did he give for each?

6. Sold John Smith on 4 mo. credit, mdse. as follows: Feb. 12, bill of $300; March 20, bill of $400. Paid July 1, $200. From what date must I reckon interest on the balance?

In addition to the foregoing, Prof. Ames examined the class in elocution. The work done by the members of the class in book-keeping and drawing was inspected by the committee.

CONVENTION OF SUPERINTENDENTS.

ON Tuesday afternoon, July 10, 1883, the county, city, and borough superintendents in attendance at State Teachers' Association, met in convention in the court-house at Williamsport. At 2 p. m., State Superintendent of Public Instruction, Dr. E. E. HIGBEE, called to order, and was chosen permanent chairman. Supt. GEORGE R. DIXON, of Elk, was elected secretary.

Supt. J. W. HARVEY, of Chester county, then read the following paper, the first on the programme, upon

LOCAL AND COUNTY INSTITUTES.

Why have I been named to prepare a paper on the subject of Teacher's Institutes? is a question I have frequently asked myself during the past few weeks. It cannot be that I am expected to have anything new on the subject. I apprehend the causes to be, first, that my papers are always short—and if this is the only valuable quality this possesses, it should count for something when the mercury is among the 90's; second, the county and local institutes of Chester county, for the past twenty-five years, have been popular, well attended, enthusiastic educational meetings, and have done much to arouse an interest in public school work. The average cost of our county institutes for many years has exceeded a thousand dollars; and, although our teachers have been charged no membership fee, the institutes have paid all expenses. For our county institutes we endeavor to procure the best talent in the educational field, both for day instruction and for evening lectures. The exercises during the day are varied. A question that is likely to interest all our teachers is discussed by them during each session. This, in connection with vocal music, and the reading of short essays on educational topics by our most successful teachers, breaks the monotony and greatly interests all.

How to conduct our county, local, and district institutes, to make them most productive of good to all who attend them, has been a source of much concern. I think the methods we have adopted have met the approval of a large majority of the teachers.

Four or five local institutes are held every year, in different parts of the county. These are largely attended by the people of the neighborhood.

In the last few years we have introduced exercises by the children, which have made them more interesting to parents as well as the children, and perhaps more valuable. Each school is allowed some ten minutes for literary exercises. These consist of short essays, recitations, etc. Competitive exercises are also given in the different branches.

All the schools in the vicinity have on exhibition samples of pupils' drawing and penmanship; each school has its samples tacked to a square of muslin, and these are arranged around the hall, that patrons may see the work done by the different schools.

A committee on awards reports at the close of each institute, as to who are best, second best, and sometimes third, in the different branches. The best of these receive presents from the Superintendent, and honorable mention is made of the others.

These local institutes each continue two and a half days and three evenings. The evenings are devoted to lectures, readings, essays, recitations, competitive exercises, etc. The professors of the West Chester, the Millersville, and the Kutztown State Normal Schools assist us greatly. These, in connection with essays and discussions by our teachers and directors, make our meetings so interesting that we seldom find a hall or church that will seat more than one-half of the audience.

It is my own judgment, as well as the opinion of most of our people, that the five local institutes we hold each year do as much to awaken an interest in the cause of general education as our county institutes. The coming together of teachers, parents, and children, for two or three days, does much to create a feeling in favor of good schools and sympathy in the teacher's work, and is always an important factor for good.

I have made this brief statement of our method of work because I know that one reason for the success of our local institutes is the shortness of the papers. Everybody should have time and opportunity to say something, and, where the papers are too long, interest is lost and discussion prevented.

One exercise not mentioned, which adds to the interest of the local institutes, is the recitation of stanzas by pupils of the schools, with names of authors and sketches of their lives, occupying, say, two minutes each. We can do more, it seems to me, to correct the evil of flash literature, by crowding it out with what is good, than in any other way; and the school must begin the work, by creating in the children a taste for the pure and beautiful.

Our directors attend the local institutes, notice the difference between the work of poor and good teachers, and recognize it in the salaries paid; in one district, where two years ago $30 a month was the highest salary, they now range from $35, to $70 and similar progress is noted elsewhere.

In visiting schools we find evidence of the advantages of the local institute, in the improved written work. We have our best teachers tell the institute how they teach expression; and the best methods are carried into all the schools. We find good results from having the fourth and fifth reader division read the lesson from the book once or twice, then write it out in their own language.

Two of the discussions at each local institute are opened by the teachers or directors, and this helps to keep up the interest. Altogether, we are certain that these gatherings do good to the teachers, the pupils, and the community.

THE CHAIR: The whole question is now before you. Some good authorities in Pen-

sylvania think the day of the Institute in its old form has gone by. Can we do better? Should local institutes such as we have heard described take the place of the county institute, or should both go on together, as now?

MR. MOYER: I notice that Chester reports $600 paid for instruction, and $500 for "other purposes." Knowing the high reputation of that institute, I should be glad to hear what the $500 represents.

MR. HARVEY: The hall costs us $150, the music about $100; I have not my account here to give the details. Sometimes there is a balance left over, which I give to the party who acts as my clerk; if there is a deficit, I make it up. I believe the average overplus about pays my clerk's board. We have no treasurer, and keep no fund; each year takes care of itself.

MR. FOOSE: From whence does the money come?

MR. HARVEY: The county gives us $200; the remaining $800 or more is realized from the entertainments; the teachers pay no membership fee.

MR. MCQUOWN: We have heard of the lecturers and prizes at the local institutes—how are these expenses paid?

MR. HARVEY: Course tickets are sold to teachers and directors for 25 cents—to others, 50 cents. Of twenty-four local institutes held, eighteen have paid their own expenses; the loss on the others was small, and I paid it.

MR. LUCKEY: I would like to hear a little more about these local institutes.

MR. HARVEY: Well, we open on Thursday noon and close Saturday night—five half-day and three evening sessions. Instruction is given by Normal School professors; the teachers read papers and discuss them. A dozen or twenty books (at $1.20 each) are given as prizes, awarded by a committee. We have two spelling matches—one for children under 12, another for all ages. All the sessions are crowded.

MR. LUCKEY: Do your Directors grant the time?

MR. HARVEY: Very freely; we have much less trouble about that than we used to have for county institute. All the teachers within five miles, most of them within ten, are in attendance; also a large majority of the directors.

MR. BUEHRLE: A question has arisen whether cities and boroughs having superintendents should not have separate institutes. In my own locality, there has always been the best feeling between county and city, so that I speak the more freely. In the city our schools are closed for a week, just when they are in good trim, about two months after opening of term, in order to attend county institute. There are fewer changes, the work of graded schools differs from the ungraded, our city teachers desire and need instruction in matters not usually found on the programme at county institute. Some of us think it would be preferable to hold a city institute just before the term opens. There are several cities which have special legislation giving county or State aid to separate institutes. We would like to hear how that works, and how general is the opinion that cities and boroughs having separate superintendencies should hold their own institutes. It would also lessen the difficulty experienced in the larger counties, where six or seven hundred teachers and an audience of citizens often make an institute unmanageable.

MR. CESSNA; Are directors compelled to pay teachers for time, if institute is held before the term opens?

THE CHAIR: The law covers only the time when actually engaged in teaching.

MR. HARVEY: Do I understand that directors are *prohibited* from paying for time, if institute is held during vacation?

THE CHAIR; They have no legal right. Probably the intent of the law was to cover all time after contract is made, but the wording is "actually engaged in teaching."

MR. WOODRUFF: When institute opens on the first day of the school term, I suppose directors should count it the first week of the term.

THE CHAIR: That is right.

MR. HILLARD: In Forest county the Superintendent cannot hold an institute worthy of the name, unless he goes down into his own pocket for part of the expenses. Many of the teachers are apathetic, and some of the people are opposed to institute, and use pressure to prevent attendance. We charge 50 cents membership fee, and a fee for the entertainments, but cannot cover expenses. I think the minimum appropriation should be $125, and should be drawn from the state treasury instead of the county.

MR. PATTERSON: I know teachers of 25 or 30 years' standing, who have heard the same story at institute all that time, and while they go year after year, and applaud for politeness' sake, will tell you that they get nothing new there. In many of the boroughs in my county, the teachers have gone far beyond the primary branches, while many of the county teachers are be-

ginners; the latter need training on first principles, and the former on higher work; and the institute cannot well adapt itself to both. Perhaps if we had our primary teachers tell what they cannot do, instead of what they are doing, we should get more benefit sometimes. Then these foreign teachers, of high reputation, often get away up in the clouds, with their ideas about "the new education," and the primary teacher goes away without learning anything. My theory of institute is that the teachers should come together and do their own talking, asking and answering questions as they arise. Prepared papers do not reach the root of the matter—there is so much dictionary and encyclopedia in them that the Superintendent hardly recognizes the teacher, and perhaps he does not fully recognize himself. Give the teacher time to prepare and theorize, and his essay will be like the lectures of those who make a business of hanging on institutes—of no practical value.

MR. JAMES: We have not a dozen Normal graduates teaching in our county; and if the day of institutes has gone by, as we have heard suggested, how and where shall the teachers get training? We think the teachers do get some good to carry into their schools. If the work now done is not sufficiently practical, make it so; instead of reading papers, bring classes of children before the teachers, and let them see good work done. But do not let us underrate the only chance some of us have to give our teachers practical help.

MR. HILLARD: With us the day of institute has not yet come: still, we find practical results in the work of the schools, from the instruction given there. Our teachers take full notes, and many of them apply the ideas and methods successfully. We try to have our instructors tell teachers exactly *how* to do their work.

MR. CHAMBERLAIN: I have found it best to combine good instruction from abroad with the practical work of our home teachers. We want some work by men higher than ourselves.

MR. MCQUOWN: Let us not be too ready to attack the old institute until we have something better to propose. We are not ready to abolish the institute; let us then do our best with existing laws. There should be some general principles on which we can all agree. Mr. Chamberlain is right about combining home and foreign work; we want our teachers both to work and to get inspiration. We should avoid laying too much stress on mere entertainment.

MR. STOCKDILL: We have no trouble in getting all our teachers together. We get one good instructor from abroad, and have drawing taught by a lady of our own town—in the evening we have popular lecturers. We pay all expenses and have money left—one year we did not draw a cent from the county. We have set times for questions upon difficulties in our work—if our teachers cannot answer, they are referred to the professional instructor. Our chief trouble is that we have no building that will hold 2000 people.

MR. WEISS: I do not agree with my Pottsville neighbor. He has spoken for the boroughs. I speak for the county. Our teachers have derived immense benefit from the institute, county as well as local; both have their place, and it is wrong to attack or undervalue either. There is no teacher in our county who knows so much that he cannot learn something at the county institute if he goes there for that purpose.

MR. LUCKEY: I suppose nobody wants to abolish the institute, but we all want to improve it so that more work will be accomplished. All the objections apply to the management; the trouble is that we try to make what was good 20 years ago suit the wants of to-day. We bring our teachers together for a week, spending their money and time, to hear a set of preachers, lawyers, doctors and lunatics who never taught a day in their lives. What we want is an institute where teachers can learn something about their work. There are some such in Pennsylvania, and others in the transition state, like Mr. Harvey's. Every other profession needs and has its own leaders, except the teachers, and we shall never be recognized until we weed out the so-called educators who have no practical experience in teaching.

MR. BALENTINE: My own opinion, based on experience in Schuylkill county, is that such large bodies are unmanageable. We have had the best talent—eminent teachers, who knew both from logic and experience what they were saying. We have been "fooled" sometimes—but who hasn't? You get a great deal of chaff at any convention; but an immense amount of good is done to many a teacher by the institute—and I am one of the many. Some lecturers start on a high basis—what they say may be true, and may be philosophical, but the hearer often does not understand it. Teachers want to know what to do, and how to do it—the *why* comes later on. I would divide the institute into three classes—the beginners, the

holders of provisional certificates, and the professionals and permanents—and address to each the kind of instruction adapted to their wants. A body of 600 or 700 teachers of all grades in one room, however good the instruction, will not secure the best results.

MR. MCNEAL: We should try to strike the mean between foreign and home talent. Where means are limited, I would have one instructor from abroad in county institute, and use my home talent in the local institutes. I think we have too much imitation of modes, instead of application of princiciples. We want the philosophy—we must know the *why* in order to do the *what*.

MR. HAMMOND: The benefit of the institute accrues mainly to particular localities. When county institute is held in a borough, the city teachers often will not attend, and the people of the city, of course, have no benefit.

MR. FOWLER: As is the superintendent, so is the institute, county or local. Those teachers who grumble that they can get nothing at county institute, would get nothing anywhere. I have been surprised in Pennsylvania that the Superintendents do no platform work themselves, as they do in New York. I do not think it is true that many institute instructors are not experienced teachers. Of course there must be popular lectures for entertainment, to raise money for the expenses.

MR. CASS: What makes an institute successful? Is it raising a thousand dollars, and spending it? Is it having a "show"? I think success should be measured by the bettering of the work of the schools. If the beginners who come into the schools each year get ideas and methods at institute, and are enabled to do better work, that institute is a success. And as many beginners come every year, they need instruction in first principles just as much as earlier beginners did twenty years ago—hence we properly have the same kind of work now as then. Interested, working teachers make a good institute, and we find home talent to give us a more interesting and profitable session than foreign. Having worked all day, we give them entertainment at night. Dividing the institute into classes meets the wants of all grades. Instruction, home or foreign, to be useful must be addressed to the practical work of the district school.

MR. BAER: I think we might profitably change not only the method of institute, but the law also. I believe the money now spent on the county institute would be better spent on local institutes, in which we could have just *what* is needed and *when* and *where* it is needed. We could get more practical work out of a summer normal institute, conducted by the County Superintendent and Normal professors of the district, than from the institute as it now exists. We can't live on "a good time," on "enthusiasm," and "entertainment;" there must be direct, technical, professional instruction; and in the present form of institute, very little of it can be given.

MR. WOLF: I feel the same want as the last speaker, and would have held such a summer school, except for the fear that thereby some teachers might be kept from going to the neighboring Normal school. In securing instructors for county institute, I have tried to get men from the schoolroom, with hearts full of love for children, and the majority of our teachers put in practice successfully the ideas presented to them. Our instructors not only lecture—the teachers catechise them, and questions fly thick and fast, to the great benefit of teachers and children. We have also revived the local institute, the programme being revised by the Superintendent, but the work done entirely by the teachers themselves. The late Rev. J. I. Burrell, our second Superintendent, held three local institutes without foreign talent, which did much to cultivate the power of expression among our teachers. I should be glad to see the law amended in accordance with Mr. Baer's suggestions. We have derived some benefit from the publication of a daily paper, with abstracts of the lectures prepared by the instructors, which is presented to the teachers at each session and sent to Directors at the close of the week.

MR. RYAN: Perhaps we do not sufficiently study economy. The one week of institute is far too short—I wish we could have a summer session of four weeks—but we do not always make the most of what we have. Even the great men who come to instruct us sometimes take a whole week to tell us what might be boiled down into two or three lessons.

MR. KELLY: We are agreed that the institute is doing good; what we want to know is, Can we expend our money to still better advantage? Could we not make the money now spent upon one week, run an institute for a longer time? Sometimes we pay exorbitant prices for instructors—a man who gets $40 a week in New York wants $100 here.

MR. CHAMBERLAIN: In answer to Mr. Fowler's remark about Superintendents giv-

ing instruction at institute, I have only to say that a Superintendent who does his work well has two months work getting ready, and about 18 hours out of 24 during the institute, without going on the platform.

MR. FOWLER: I know the Superintendents are competent, and are familiar with the needs of the locality; I know also that in our neighboring State these officers do instruct from the platform; and I wondered why it was not so here.

Adjourned to 3 p. m. to-morrow. (Subsequently, in order to give Superintendents opportunity to visit the boom, the second session was postponed to Thursday at 2 p. m.)

THURSDAY AFTERNOON.

THE President called the Superintendents to order at 2 p. m., and the second paper on the programme was read by Supt. R. K. BUEHRLE, of Lancaster city:

THE ORGANIZATION OF LIBRARIES IN CITY SCHOOLS.

Appointed by the Superintendent of Public Instruction to present a paper on the organization of libraries in city schools, the writer first endeavored to ascertain the present condition of these schools in this respect, confining his inquiries, as a matter of course, principally to those of his own state. His letters of inquiry, nearly always promptly answered, revealed *no* properly organized libraries under the control of the public school authorities as a part of the regularly constituted and recognized system of public instruction. Quite a number of cities and boroughs report libraries more or less under the control of the board of directors or controllers, as existing, or as having existed for some time; but there is generally no regular appropriation of funds to purchase books for the library, and no committee of the board charged with its management; in others, efforts are being made to establish libraries in connection with their high schools, and entertainments are given to obtain funds for this purpose, or money is collected at the annual commencement with which to purchase the nucleus of a library.

Even the rural districts are waking up to the importance of this subject, and from Bucks county we hear that "many of the schools have fairly good libraries," while "in others a few books have been collected" as an earnest of good things to come.

The greatest interest has, however, been manifested in this subject in the cities of New England, though even there it seems to be only sporadic, dependent on the special qualification of the teacher of some particular school or the librarian of the public library.

The establishment of public libraries by the state is almost as old as literature. The bricks of Assyria, as well as the tombs and temples of Egypt, bear testimony to their existence thousands of years ago, while in modern times the library of the British Museum, with its one and a-half million of volumes, the library of France, with probably two millions, and our own Congressional library of four hundred thousand volumes, prove that their importance is still admitted, and that they are still regarded as proper objects of governmental care. Some of the states in our own country went so far as to attempt to create them in every common school by the mere fiat of their legislature. The movement in this direction assumed large proportions. It was inaugurated by Gov. De Witt Clinton, of New York, who recommended the passage of a law establishing school libraries in his message to the legislature in 1827. Such a law was passed in 1835. Michigan followed in 1837, and Horace Mann secured the enactment of a similar law in Massachasetts in the same year. Connecticut followed in 1839, Rhode Island and Iowa in 1840, Indiana in 1841, and Maine in 1844. The results of these efforts, as reported by the Commissioner of Education, are as follows:

"New York, the pioneer state in this movement, passed a law in 1838 which was to place, within fifteen years, 1,600,000 volumes on the shelves of the school libraries, $55,000 a year being appropriated by the state, with the requisition that an equal amount be raised by taxation for the same purpose. The law met with favor, and in 1842, 630,125 volumes, of which 200,000 had been added that year, were reported in the school libraries.

"In 1843, an act was passed granting authority to the school districts to use, with certain restrictions, the library funds for the purchase of school apparatus, and one in 1858 for the payment of teachers' wages.

"Still the libraries increased, until in 1853 they contained 1,604,210 volumes. Then began their period of decadence, so that the State Superintendent, in his annual report for 1861, said: 'Concurrent testimony from nearly every quarter of the state, represents the libraries in the rural districts as almost totally unused, and rapidly deteriorating in value. His successor finds the libraries mainly represented by a motley collection of books ranging in character from Headley's Sacred Mountains to the Pirate's Own Book, numbering in the aggregate 1,500,000 volumes, scattered among the various families, in the nursery, crowded into cupboards, thrown into cellars, stowed away in lofts, exposed to the action of water, the sun, and of fire, or more frequently locked away into darkness unrelieved and silence unbroken. The darkness of this picture is partially relieved by the fact that the cities and larger villages have been less negligent. I think this may safely be set down as among our permanent investments of the school fund from which no revenue is derived."

The experience of Massachusetts, similar in many respects to that of New York, may be summed up in the report that "the school libraries have been superseded by free town libraries."

As regards the West, the State Superintendent of Michigan says: "The whole system seems.

to have come into general disfavor, and is, more than any other feature of our school system, the one of which we are least proud."

Such is the record of the states where the system has been longest on trial, and of which most might naturally be expected. If from these general statements including the entire state, attention is directed to the cities in those states, it will be found that the Boston Girls' High School reports a library of 2,000 volumes, the Latin Grammar School one of 5,000 volumes, and this seems to be all there is in the way of public school libraries in this centre of intelligence. New York, excepting its college, reports absolutely no libraries in connection with its public schools, nor is the record of Detroit, in the state of Michigan, any brighter.

It would be difficult, indeed, to draw a gloomier picture than that afforded by the present condition of affairs in these states in which the legislature attempted to establish libraries. Money squandered, books lost, and laws establishing them and providing for their continued maintenance, repealed. The great lesson that is forcibly taught is that successful libraries are not a creation but a growth, that they should not be received as a gift from the state, but acquired in consequence of a deeply-felt want in the school; that money alone will not produce them, but that personal effort and mental culture are essential.

From this discouraging story of failure elsewhere, it is cheering to turn to our own state, where legislation has been rather permissive and restrictive. Here Philadelphia heads the list with a library of 1,100 volumes in the Central high school, 500 in the Girls' normal school, 2,000 in the Fifth Ward grammar school, 820 in the Sixth Ward, 2,217 in the Keystone grammar school, 3,500 in the Locust Street grammar school, 1,579 in the North West grammar school, 2,000 in the South-West grammar school, and 8,000 in the library of the Teachers' Institute.

The writer has been informed that school libraries are replenished from the interest of a fund left by Stephen Girard for this purpose, and are under the control of the principals of the schools in which they are located; access to them is given to distinguished pupils as an inducement for them to study and to secure good behavior; the books are purchased by the principals, who also act as librarians. The entire sum thus distributed among six schools located in what is termed the old city proper is $552. The library of the Teachers' Institute is, of course, managed by the teachers themselves, who expended $1,000 on it last year alone.

Of Pittsburgh, Supt. Luckey reports: "Most of the forty school districts have a small library subject to the control of the public school authorities; about $100 per district is annually expended for books selected and purchased by them. The librarian is appointed by them, and the funds are in part raised by the giving of entertainments and by donations. The circulation is limited to the pupils of the schools. The city of Allegheny rejoices in a flourishing public school library containing 8,330 volumes, of which 4,300 were acquired by transfer in 1871. It is maintained by the board of controllers, by virtue of an act passed in 1872, empowering them 'to appropriate from the school funds such sums of money as may be necessary to maintain a library within said city, for the use of teachers, pupils of the public schools, and citizens of Allegheny.'"

The other cities and boroughs, so far as heard from, very generally report public school libraries in existence. Their condition can be ascertained to some degree in the tabulated statement (page 64) accompanying this paper. It would be very desirable to have a complete report from all the districts in the state on this subject, as a necessary preliminary step to further progress. These thirteen smaller cities and boroughs reporting public school libraries supply a strange commentary to the commissioners' statement: "As might reasonably be expected, very few public school libraries have been formed in Pennsylvania," for of the larger cities only Wilkesbarre and Scranton report no public school libraries to the writer's knowledge; and were a careful canvass of the counties made, no doubt a similar favorable showing would appear, and flourishing libraries would be reported as existing in many of the smaller towns and villages.

But the *organization* of libraries in city schools implies more than a mere collection of books in cases, or even in a separate building, labelled "Public school library." An organization differs from a mere aggregation in this: that in the former the various parts constituting the organization perform different functions, all tending to its welfare and perpetuation; and, as in the kingdom of nature, the earliest kinds of organization are the simplest, and gradually develop into more complex; and as the process of evolution starts with the division of a unit into several parts or organs, and proceeds in this manner, differentiating one organ after another to perform special functions, so in the subject under consideration the unorganized crude efforts were probably necessary as a nidus out of which should grow forth the perfectly organized public school libraries of the future.

The preliminary steps to be taken, and the kind of aid to be furnished by the legally constituted public school authorities, are prescribed in the act of May 5, 1864, sec. 1–10, P. L. page 826. It provides for the possession, location, care, and selection of the books purchased, the receiving and disbursing of all moneys collected, donated, or bequeathed, and restrains the board from applying any of the money raised by taxation for school purposes, to the purchasing of books for the public or school library, except only such as are of a strictly professional character, for the use of teachers. The only defect in this otherwise model act is the prohibition just mentioned, for public libraries are a necessary supplement to a system of public instruction, being essential means of diffusing general intelligence.

They are the chief literary springs at which the pupils who annually leave our schools to engage in the active pursuits of life can quench their thirst for knowledge and extend the pro-

cess of education often so early discontinued; and school libraries properly organized are the intellectual armories whence the intelligent teacher obtains the weapons with which to destroy the strongholds of ignorance and prejudice.

The organization of such libraries implies such a standard of education, and such methods of teaching, as can scarcely be found anywhere. Public opinion must first elevate the demands for general intelligence. It must expect of the student a general acquaintance with the best that is written. Ignorance of Prescott, Motley, or Bancroft must bring disgrace on the teacher of history if the school-library is to become a necessity. Conversation in refined society must rise to such matters as only an acquaintance with the best authors can satisfy. The teacher must be stimulated by such demands to ransack the classic English authors, and thus fit himself in turn to point out the more excellent way to his pupils. Geography must mean not merely the ability to locate places, but a knowledge of the productions of the different countries, together with the people inhabiting them, the institutions under which they live, an inquiry into the genesis of those institutions, and the character of the population. To properly organize libraries for city schools, therefore, includes a knowledge of what is comprised in the curricula of those schools, the present needs of their teachers, and the future wants of their pupils. If those who organize the library have the power to direct the course of instruction, success is almost assured. No one should be better qualified to do this than the superintendent. He can so conduct his examinations, both of teachers and pupils, as to render its existence a necessity. When this is recognized, the means for the purchase of the necessary books will soon be found, and their choice will be conditioned by his demands.

With this lever in the hands of an energetic, well-read, judicious superintendent, what may not be accomplished! The best kind of literature would be rendered not only necessary but accessible to the poorest and most neglected; the teacher would have spread out before him the accumulated riches of learning inviting him to select according to the wants of his classes, offering communion with the master minds in every department of knowledge, and thus enabling him to keep constantly abreast of the times by familiar acquaintance with the latest and best literary and scientific productions. What more effectual method of stamping out objectionable literature than this could be devised?

The methods of bringing the library into daily use are various. The teacher of history may suggest the biographies or histories to be consulted in the preparation of the lesson so that the pupils may be prepared to add to the text from other sources; the geography lesson may be enlivened by the reading of a fine description or historical narrative by one or more members of the class previously appointed, or the exhibition of fine pictures of the places mentioned in the text. The writer has found a diary of events an excellent means to stimulate the pupils to investigate and read up. The important thing is to afford an opportunity to as many as possible to reproduce in class or school what they have gleaned in the library. Probably the most perfect plan, where practicable, is that of Mr. Savin, principal of the Point Street school, of Providence, who "selects the books to be read with as minute care as a surgeon would use in selecting his instruments." Not one has been admitted until he has thoroughly satisfied himself of its contents. "He makes in a certain sense the selection of reading for each pupil." "Out of the list of numbers presented by the pupil, he furnishes that book which in his judgment will best further the process of intellectual training and development which he has in view for that individual pupil." "The study of the adaptation of individual books to individual readers is plainly an essential feature of the plan." "The use which the pupil shall make of the books is by no means optional with him; he must keep it at least one week, and in certain cases an extra week. He may not return it unread or superficially read; he must give a satisfactory account of his reading. There are several ways in which the principal satisfies himself of the fruits of each pupil's reading."

(1) "The written exercise books. Each pupil is supplied with a blank-book, and before returning a book which he has read he must enter in this as careful an abstract of it as possible, being allowed to have the book itself before him while writing it."

(2) Oral abstracts, from memory.

(3) Written abstracts, from memory.

Of this plan it has been well said that very much depends "on who the teacher is, on his intelligent familiarity with books, tact in dealing with children, and judicious adaptation of all the details. Granting these, however, it is plain that the system possesses great advantages. It is based on a correct theory. It is exceedingly effective in practice. It commends itself to the intelligence of the child. It brings to his attention some of the most suitable books for his reading. It furnishes the best preparation for his future use of books."

To use this or any other plan with effect, special catalogues of books desirable for pupils and schools must be prepared; cards containing lists of such books are very convenient, and best of all cards and catalogues on special subjects, epochs, or events, mentioning not only the author or authors, but the volume, chapter, and page, and supplied with hints and notes for the use of the pupils.

As the preparation of such catalogues involves much reading and careful study, the best, most expeditious, and economical plan would be the appointment by the department of a commission of superintendents and teachers, to each of whom special subjects should be assigned, and the result of whose reading should be reported to the chairman of the committee, or to the person designated to arrange the whole for the press, rejecting such portions as to him seem objectionable. All public schools applying for these catalogues and lists should be supplied with them by the department free of cost.

CITIES.	Public School Library.	Subject to School Authorities	Date of Organization.	Expenses — how Defrayed	Who may get Books.	Conditions—what	Who Selects and Purchases Books	Who Appoints Librarian	Annual Expenditure.	How Patronized	A Separate Teachers' Library	Other Public Libraries.	Advantages of Public School Library	Name of Librarian	No. of Volumes
Allentown					Teachers.						Yes.				200
Lancaster					"						"	Yes.			200
South Bethlehem	Reference Library.														
Reading	Public School Library.	Subject to School Authorities.		Appropriation by Board.	Pupils and teachers.	Must be in the High school.	Teacher.	High school faculty.	No fixed sum.	Ordinarily.	No.	Several.		Miss E. A. Stahle	400
York	"	"	1880	By teachers and pupils.	"	Free.	Teachers and pupils.	Teachers.	$55	Very well.	Yes.	Yes.	Incalculable.	F. L. Spangler.	
Easton	"	"	1811, 1864	Appropriations and fees.	Pupils and citizens.	Pupils free and citizens $2.	Board.	Board.	$100 to $150	"	No.	No.	Great.	W. W. Cottingham.	
Chester											Yes.				
Phœnixville	Public School Library.	Subject to School Authorities.	1882	Entertainments.	Teachers and pupils of H. and G. school.	Five cents a month.	Superintendent & teachers.	Superintendent and teachers.	$130	Very well.		Yes.		H. F. Leister.	
Shenandoah	"	"	1880	"	Residents.	Free.	Board.	Board.	$100	"			General culture and reference.	S. G. M. Hollopeter.	
Erie	"	"	1860	Board.	Pupils.	"	"	"	Not any lately.	"	Yes.	Yes.	"	H S. Jones.	
Pottsville	"	"	1856	"	Teachers and pupils of G. and H. schools.	"	Sup't and librarian.	"	$50	"	"	"			
Williamsport	"	"	1883												
West Chester	"	"	1857	Board and entertainments.	Teachers and pupils.	Merit.	Superintendent.	Superintendent.		Not well patronized.		Yes.		S. W. Starkweather.	
Oil City	"	"	1878, 1880, 1882,	Subscriptions.	"	Free.	Teachers.	Board.		Very well.				C. F. Carrol.	
Columbia	"	"		Board.	Everybody.	Free to teachers & pupils.	Board.	"	$50–300	"				S. H. Hoffman	2,300
Lebanon	"	"	1876	Lectures, Entertainments, and Subscriptions.	Pupils and teachers.	$1.20 per annum.	Teachers.	Teacher.	$100–200	"		Yes.			
Harrisburg	"	"	1875	Subscriptions from teachers and pupils.	"	Contributions.	Committee of teachers.	"	$10–50	"	Yes.	"			

Last, but by no means least important, is the librarian, who should be the best educated man or woman that can be obtained, well read, a good critic or judge of books, conversant with the subjects taught, and disposed to assist those who use the library; for a function of the library which is coming to be more fully acknowledged is that of not merely furnishing the material for the reading of the public, but also, so far as possible, indicating the method of reading and study. Hence the librarian will not only direct where to find what is wanted, but place the pupil in a position to know where to find what he wants himself. Unlike the warder of one of our college libraries, who cried, "Boys! what are you doing here? This is no place for you," he will welcome the pupils of our public schools, place at their disposal the treasures of the library, especially in illustrated books, and thus coöperate with the teacher in the work of education.

To conclude, then: Perfectly organized libraries for city schools require courses of study so arranged and pursued as to render contributions from them a necessary part of the recitations; teachers disposed to read not for themselves only, but more especially that they may select for their pupils with the same success as the physiologist provides the particular kind of nourishment needed for every part of the animal organism; books selected, purchased, and arranged with special reference to the course of study, including not only fiction, but books of travel, discovery, and exploration for the classes in geography, of biography and history, of science and politics, illustrated books adapted to all grades, from the lowest primary to the high school, but especially the best of illustrated dictionaries and cyclopedias; for what is wanted is not books *per se*, nor even rare or curious books, however alluring to the book-worm or the collector, but books as tools, as aids to study and investigation, as inspirers of thought, illustrating the past, the distant, and the scientifically known, guides to the wells of "English undefiled."

Wherever possible, these should be in the school-house or room, selected by the teacher according to his wants and absolutely at his disposal, he being accountable, of course, to the board that employs him and pays for the library. Where this is not possible, and where there are one or more public libraries in the district, which the writer supposes is the case in every city in Pennsylvania, the best plan is for the school or class to constitute itself a reading club, each pupil contributing a sum sufficient to obtain access to the library for as many as possible, and these will then place the books taken out at the disposal of the entire club, class, or school. Such a plan is especially desirable in connection with grammar and high schools, and depends for its adoption merely on the will of the teacher.

1. To aid in the establishment of school libraries the Department of Public Instruction should prepare a catalogue of books suitable for such libraries, with additions annually of such books as are published during the year, from which all public school libraries could make their selections, not of necessity but by choice.

2. A copy of all state and national publications should be sent to the libraries, on application made by the librarian or other properly designated person.

3. The state should authorize the respective school boards to expend annually, on the petition of two-thirds of the patrons of any school, a sum not less than ten cents per pupil enrolled, to be taken out of the school fund, for the purchase of books selected from the list prepared by the department, on condition that the state contribute an equal sum to that given by the district, and on the further condition that the condition of the library, the number of volumes it contains, the number and kind read, and the number of pupils thus benefited be reported, as a part of the annual report of the district now required by law.

MR. FOOSE: When we ask the State for anything like this, the first question will be —"Will these people do anything themselves?" We want to give the matter a start, and create sentiment in favor of it.

MR. HILLARD: The State ought to be willing to do this for us, but the question is, Is it wise to ask for it now?

SUPT. R. M. STREETER, of Titusville, read the third paper—subject,

HOW FAR CAN INDUSTRIAL ARTS BE INTRODUCED IN OUR PUBLIC SCHOOLS?

The principle of success to-day is system. In other times, when the world's wants were few, its work was done by men who made throughout the articles of their handicraft, and, independent of one another, they plied their several callings. There were no combinations, no division of labor, no central thought, giving direction, force and strength to the carefully-arranged parts of a well-organized whole. The worker of iron made an axe to-day and a plowshare to-morrow; the carpenter a house or an axe-helve; and the work of these artisans at best was clumsy and costly. Then commerce plodded; then communication made uncertain journeys by steed and sail, and individual life, a law unto itself, was a counterpart of the time which produced it. As the country grew, however, all this was changed. Economy, catching a hint from nature, soon applied the system discovered there to the practical concerns of life; and to-day the various industries are so many circles of business, every point of which is in the hands of an expert controlled by the mind at the centre.

In education the reverse is true. The land set aside for the support of the first New England school-master was to pay him for teaching certain studies. The teacher's work was thus definitely prescribed, and the intellect became the field of his endeavor. Its limits were plainly marked out. It was bordered on one hand by the province of the New England clergyman, zealous in his work and jealous of any attempt to encroach upon it; and religion was not regarded as a production to be cultivated in the field of the school-master. It was bounded on the other side by the domain of home, equally

zealous in the discharge of every duty, equally jealous of encroachment; and the teacher was expected to give his attention to the work assigned him, and scrupulously to let alone the affairs of his neighbors. These boundaries, thus early fixed, were not long respected. As industry became interested in systematizing its work, the fences between the church and the school-house, between the school-house and home, were thrown down; one duty after another was thrust upon the teacher by the shirkers whose lands joined his; and to-day, while system makes it possible for the commonest workman to become an expert, with wages that urge him to make himself a necessity to his employer, the teacher, with just money enough to make him feel his poverty, is trying to take care of his own crop as well as of those which his kind-hearted neighbors have insisted on planting in his field.

It is not easy to fix the dates when the school-master allowed himself to be thus imposed upon. We only know that the clergyman seems fond of talking about the youthful depravity of this generation, and of telling teachers that a great responsibility rests upon them, without any apparent idea that if he would attend to his business as he ought to attend to it, not only would the schools be better, but the world at large. We hear occasionally something about "godless schools" from the same sanctified quarter, coupled with some Christian remark about their being "hot-beds of immorality," or at best "a mess of pottage;" but this is said with such straight-forward simplicity as to make it evident that the cuckoo is determined not to father the bird which the school-master has hatched for him.

Drunkenness staggers through our streets. He lays his hand upon father and brother, on your child and on mine. Pulpit and platform alike have assailed him, and assailed in vain. Legislation has enacted, and he leers in its face. Men in their helplessness and women in their distress have become petitioners where they should decree, and he laughs at them; and now when the reformer has failed, he puts a temperance mop into school-ma'am Partington's hands, and insists on her mopping up the Atlantic Ocean of intemperance which is flooding her floors.

Society is rotten; divorce is abroad; children are insolent and lazy; legislative bodies are corrupt; the world's money is collecting in the pockets of the few; the times generally are out of joint; and parents turn with scowls to the school-master. They say that this must be stopped; that it is the result of his teaching; that "the public school as at present conducted not only does not fit boys and girls for the work of taking care of themselves and their dependents, but absolutely hinders them from undertaking it, or engenders ideas that are impractical or misleading;" that "the public has to pay in some way for all the ignorance of practical life in which the public school leaves its pupils;" that public opinion is getting incensed at this, and there is a growing feeling that the masses must be educated in a different way; and that the school-master better bestir himself and correct this outrageous state of affairs. Our boys and girls should be taught to work; there should be industrial schools established like those in Europe. The idea of an education which will prepare children for the plow, the anvil, and the loom, is spreading every day. It is the only hope of the country, and should have been thought of before. Let us have industrial schools and correct this thing; or better than that, let us drop some of the nonsense going on in the school-room now and take up the elements of industrial education. There need be little change if we begin at the proper place; and to-day "How far," do you think, "can industrial arts be introduced in our public schools?"

It is time, gentlemen, for this scape-goat business to stop. It is time to say once and forever that we do not care to be imposed upon any longer. When these parents bring their grievances to the school-house and abuse the teacher for their own blunders, it is time for the teacher to have something to say about it. It is time to say without fear or favor: Sirs, I pity you; but if you have broken every law in the decalogue and are suffering therefor, I do not understand that I should be held responsible simply because I am teaching your children. Grant now that your public school—mind, I say *your* public school—doesn't fit your children for life. Who is to blame for it? Did I ever enter into any such agreement as that with you? *Never*. Grant that the children of the common school—*your* children—do not like the idea of getting their living by the skillful use of their fingers. Did I ever teach them that? *Never*. It is none of my business. You tell me that the public has to pay in some way for all the ignorance of practical life—of *practical* life, you will please observe—in which the public school leaves its pupils. Very well, who should pay for it? Those who dance are in the habit of paying the fiddler. This certainly is not one of the teacher's duties. You did not bargain with me to take your child at six and at sixteen send him home a full-fledged carpenter earning fifteen dollars a week. You pretend not to mean that, but to all intents and purposes that is the burden of your complaint. From beginning to end the teacher is in some way the cause of all your troubles. I do not agree with you, and that there may be no mistake hereafter let me tell you where I stand. I hold that it is the heaven-born privilege of the parent to take care of his own child; to feed him; to clothe him; to educate him, physically, morally, mentally. If from the exacting character of his employment he cannot attend to these, he seeks help in that direction in which he is less able to work himself. These helpers are the church and school; and the work of each is plainly indicated. Now then, it is the school's business to take care of the intellectual training of the child, and nothing more. You have made out a course of study, and you pay me to teach it. That you pay me is proof that I have done all that you hired me to do. That *you* pay me is proof that the responsibility of taking care of the child remains with you. What then have I to do with your self-inflicted sorrows? Nothing, and they cannot be traced to me. I

am simply a person, engaged to do a certain work, at a certain price, for a certain time, responsible only for the work for which I am engaged. Not teach morality and temperance? Yes, I do; but I want you parents to practice for your children's sake at least what you want me to practice and teach.

From this standpoint, members of the convention, let us consider the immediate topic before us.

With the old landmarks restored, the old problem confronts us: How shall we change thoughtless childhood into thinking maturity? Equally old and true is the answer, that for this nothing is so good as *thought;* but it is a matter of some moment how this thought is to be set to work. If industrial art is to be the agent, upon what terms? Shall it take the place of what is in the school-room now? Shall it be treated as the equal of that work; or shall its claims be so far recognized as to introduce its elements in the public school?

If industrial art is to supersede the present work of the school-room, the problem is an easy one. The school-house becomes a work-shop; and the child begins his schooling when he is old enough to use the proper tools. Experience —and that is the best authority—makes sixteen this age. To defer all training until that time, however, is certainly not "the idea which permeates the masses." It is hardly necessary to state that boys go to work before they are sixteen, but I think they do not begin to learn a trade in the best establishments before that time. Three years as a teacher in one of the most prosperous villages in New England, whose machinery is found all over the world, enables me to testify that boys there did not become apprentices before sixteen. Says a recent letter from the president of these machine works: "I think a young man should be seventeen or eighteen years old—so that he could complete his apprenticeship at twenty-one. A good common school education is essential, and a high school course would be preferable." This statement is verified from other valuable sources. A gentleman in Erie has said "The desire is to put little boys to a trade, and the crop is little workmen. I left school when I was only eleven, but the lack of an education has at times almost ship-wrecked my chances."

A member of the Titusville school-board told me that the training which the common school gives enables the apprentice to grasp the mechanical idea. "You can say to your convention," said he, "that I have two apprentices of about the same age, one fairly educated in the common school, though not a graduate, the other with little or no mental training. Their natural abilities are about the same. They began work at the same time. The one who has been to school is now earning $1.75 a day; the other 80 cents."

There is hardly a man working at his trade in your town or in mine who does not show in every article he makes that skilful work depends on something besides practice. How many shoemakers are there—workmen upon the bench for years—who, from their own measurement, can make a comfortable, well-fitting, handsome shoe? How many carpenters can make—well, exactly what you want? What are barbers as a class but so many incentives to profanity? What is the servant girl in your kitchen—what are all these instances but proofs that the common workman has practice enough already; that practice makes perfect, but such perfection is due to brains, and cultivated ones at that; that skill is only a servant, and that the so-called nonsense of the school-room is the element after all which the masses most need?

It is safe to conclude, then, that the industrial arts are not intended to supersede the intellectual work of the school-room.

If we consider these arts as the equal of the present work of the school-room, we halve the time but we double the difficulty. The jealousy of the trades is proverbial. They stand tenaciously on their rights. What is fair for one is fair for all. With no common school system to interfere, each has an equal chance; with this, discrimination becomes a necessity. "I am a wood-worker," says the carpenter, "you can't do without me." "I am a worker of iron," says the machinist, "of course my claim is clear." "I bake, and bread is the staff of life," says another. "Man does not live by bread alone," returns the butcher. "Is the race hereafter to go barefoot?" exclaims the shoemaker; "And are feet to be dressed in hides?" asks the tanner. The list need not be extended. There are in all about two hundred manufacturing and mechanical and mining industries in the United States. What can be done with these in the school-room in half a day? Grant that fifty be selected, could they be properly taught there? The claim is untenable on the practical merits of the question, while the matter of expense only clinches the argument.

A popular fallacy in this connection is the belief that such school-training fits the pupil at once for the work of life. Probably one of the best polytechnic schools in this country is the Rensselaer Institute at Troy, N. Y. I am told that students deal with the real there from the first; I am not told that its graduates secure responsible positions on leaving school, without an apprenticeship in the business which they intend to follow; and a graduate must complete a four years' course. The same fact obtains elsewhere. A physician, fresh from his medical course, rarely finds ready employment; large fees and important cases are not often placed in the hands of the youngest bachelor of laws; and it can be safely assumed that the recent graduate in any course of training is worth but little financially. What, then, is a boy sixteen years old worth, who for four years on half time has studied industrial art in the common school; and how, in the face of experience to the contrary, can he be expected to pass from the school-shop to the work-shop and take there a well-paid position? It is unreasonable. In addition to this, I don't believe in this half-way work. In my opinion it never works well. In cases where crowded school-rooms have made it a necessity, I have been obliged to excuse classes for half a day for a term; and such classes do not thrive.

Certain schools in Germany are said to do well with such a programme; but England's half-time schools, while they teach arithmetic, reading and writing to the factory children, make no attempt beyond this, and it may well be questioned if this is worth imitating. I have authority for saying that the Rensselaer Institute made the experiment of making manual labor a part of its regular course, and the result was failure—a result, not conclusive, perhaps, as applied to the public schools, but at least suggestive.

Should it be here remarked that the Manual Training School of St. Louis and the Spring Garden Institute of Philadelphia are stubborn facts not to be easily disposed of, it need only be said that no one can be happier at the success of these schools than the writer of this paper; but when it is remembered that the question under discussion refers to Philadelphia and to St. Louis, to Hydetown and to Coon's Corners, and to every school-house, pretending and unpretending, in the public domain, the fact is felt with additional force that any attempt to fasten this burden to the public schools would not meet the approval of those who have at heart the schools' best interests.

There is another side to this time question. We have seen how undesirable it is to give the whole time to manual training; we have found I think solid reasons for believing that industrial features in the school-room on the half-time plan are impracticable from the manual training standpoint. Those familiar with the present work of the schools need not be told that such a plan would double the difficulties already there. The public school has more work now than it can do to teach reading, writing and arithmetic as they ought to be taught. Is there any advantage to be gained in dividing this time by two? The average attendance in towns at best does not exceed four years, and to reduce this amount to two years would not be regarded an improvement by those who are trying to furnish a republic with thinking men and women.

This equal division of time, too, is based on the principle that the hand needs as much training as the head. Does it? Is brawn the peer of brain? In all experience has it been so recognized? In this age of machinery whose skilful fingers hammer, and cut, and saw, with an accuracy and swiftness unknown to the deftest human hand, is there a machine equal to the brain that conceived it? Consider it as we may, the hand is only a machine under the control of the mind-power behind it; and just in proportion as this power be clumsy in its action will the work of the fingers be clumsy and mean. It is the office of the school-room to train this mind-power; but it will take longer than half a day; and when we remember that the average school time now is less than one half of what it ought to be, we cannot wonder that incompetency is to be found everywhere. It is a result to be expected—the result of that narrow-minded policy, which, from false views of genuine culture, and which, prompted by a false and stingy economy has been at work for years claiming and trying to prove that, if there is no royal road to learning, there is little need of traveling the road at all. Time was when examples were not wanting of men, who, climbing from humble circumstances, reached places waiting for them high in honor; but these men found means of traveling in some way this same royal road. What the common school was ready to give they received; what lay beyond this they struggled to secure; but they never thought that the prizes of the world which are worth the having could be gained, and kept, without abundant preparation on their part for the contest before them.

So Franklin dipped candles, so Clay built office fires, so Lincoln split rails; but every candle, and fire, and rail, are so many index-fingers pointing, not to foot-paths across the fields, but to by-ways, hedged with difficulty, strewn with impediments, and leading, a royal road in itself, with many a wearisome wind to the heights which ample preparation and a liberal culture can alone enjoy. The evils arising from a lack of preparation are confined to no calling. Hand-worker and head-worker alike hurry "cross lots" to get into places they are not fit to fill. This has been going on for years until public life and private life are full of half-fitted, half-school-time shirks, whose one ambition is to get into "a soft place." How this has affected public life a glance at either house of Congress will answer; and this answer is not weakened by a contemplation of the wisdom and learning which are wont to assemble in the legislative halls of State capitols. Private life is not free from examples. Boys leave school to-day to open to-morrow an office for the practice of medicine or of law; "and it has been found quite possible to prepare young men of scanty education to be successful pulpit exhorters in a year or eighteen months." The noble army of half-timers crowd our jury-boxes with men in sympathy with Star-Route rascals, and through this same agency in this very State, in order to secure her rights, justice has been obliged to play the wanton with murder. These half-trained men are found in the counting-house, at the teacher's desk, in the editor's chair—the place of all places for sterling, cultured manhood—in the superintendent's office, in the store, at the work-bench, at the anvil—everywhere; and everywhere their incompetency not only proclaims their helplessness and their worthlessness, but offers a convincing proof that whatever of the world's misery, and sin, and shame is attributed to the common school is traceable to this ruinous half-time policy, which these very half-trained half-timers so strongly recommend. Need I tell you, then, that, in my opinion, the half-time policy should not be encouraged?

Might not the *elements* of the industrial arts be introduced in the public school to advantage? Why, for instance, could we not turn our drawing to practical account, and give the children in this way a start in life? If only a start were needed, it would be wrong to withhold it; but children need more than that; and the whole theory hinges on just this question: Shall we simply start them, or shall we give them something to sustain them after they are started? It is the old "cross lots" question revived. It is the old attempt to make a part equal the whole.

We can introduce in the school-room mechanical drawing; we can give it the time and importance which our present drawing receives; but we shall do this by sacrificing the real culture which belongs not to drawing as a part but to drawing as a whole. I can give a practical example of what I mean. Two years ago some of my high school boys thought it would be a fine thing to break away from the regular drawing work and take up something practical. They did so; and they soon found out what people more generally ought to know, that theoretical drawing properly taught prepares its pupils not only for mechanical drawing, but for everything else in that direction, to which they can turn their hands.

What is true of the elements of mechanical drawing is true of other industrial work. It is better to teach well the theory upon which specialties rest, than to make these specialties the end and aim of teaching. It sounds plausible to teach children to hammer and saw, to keep books, to teach school, and so on, to the extent of fifteen or more of these elemental studies which the sanguine believe to be the future work of the school-room; but this instruction, valuable as it is, can no more be taught in the common school to advantage, than the work of the common school can be successfully taught in the blacksmith's shop or at the dressmaker's. As a means of mental discipline these elements are not desirable, and they can be made a part of the regular school work only by taking time which existing studies need. We have no such time to sacrifice. In the lower grades, the schools are busy with work which the State exacts; and, while the jack knife and needle may be regarded as the symbols of American nationality, I fail to find any reason for trifling in the high school or in any school with these symbols or the work which they represent. I know there is an idea abroad that hammers and needles are more useful than drawing pencils; but not a smith nor a seamstress can be found whose work and whose *life* would not be benefited manyfold by a knowledge of drawing. I know that pens are busy with reasons for substituting for music the saw and the gridiron, but is there a kitchen or a work-shop where the work would be better, or the heart lighter for this exchange; and is humanity quite ready to-day to give up the sweet influence of a mother's cradle song? I may be wrong in my conclusions, but I do not believe that we can teach the special at the expense of the theory without mental loss; and loss here—such is the relation of mind to matter, of head to hand—is loss everywhere.

Now, while I heartily endorse technical schools, and have been hoping to do something for them in a quiet way in my own city, I believe not only that we cannot introduce industrial art in the public schools with profit, but that there is no good reason for doing so. It is said that boys have little or no chance for development except in school. A few do something in the way of educational work; but a majority, out of school hours have nothing to do but play; that much of the mischief tending to bad habits and criminal conduct, resulting in loafing, saloon-attendance, billiards, and their attendant evils, comes from having nothing to do out of school; that young geniuses, finding school life distasteful on account of the abstract life they are called on to lead, are ready to go to destruction, when, if allowed to reach the abstract stage of mental life through the fascinating highway of things real, these same geniuses would be a blessing to themselves and to the world; that labor needs to be toned up; and that morally, mentally, and physically, the child will be better by having some definite knowledge of industrial art.

From this I cannot dissent. I do not believe, however, that lessons in hammering or cooking-lessons two hours a week will change all this; nor do I quite see the necessity of doing this in the school-room. If boys need something to do when school is out, and they and their parents are particularly anxious about it, ways and means can doubtless be found to remove the anxiety; but so far as I can judge this anxiety is most painfully manifested for somebody else's boys; and the very children to be benefited by such instruction are usually the most unwilling to profit by it. Admitting that having nothing to do out of school leads to mischief, does it follow that by teaching industrial art in school, the boys are going to have less time out of school to get into mischief? Admitting that genius becomes restive under restraint, is there no way to keep him from going to the devil except by letting him whittle in the school-room? And isn't it one of the characteristics of modern genius to want to do exactly what healthy authority cannot allow? If labor needs toning up, upon what theory must we administer the tonic to children already well and strong? The disease is not in the school-room, and to locate it there, or to doctor it there, is not wise.

Again, the tendency of the times is strongly practical, and practical means the ability to earn money. Whoever develops a faculty for this is the great man of his day and generation. To be this kind of a great man is becoming more and more the hope of American boyhood. Towards this mark he presses; towards this he is urged by sentiment, public and private. His mind is filled with stories of poor boys who from poverty have worked, and pinched, and starved their way to colossal fortunes, and are now rolling in wealth, with nothing to do but to enjoy life. Men known for integrity and sound learning are no longer the objects of youthful ambition and emulation. Life has dwindled to a scrub race for the almighty dollar; and he who gets it by fair means or foul becomes the golden calf for his fellows to fall down and worship. They admire his shrewdness; circumstance and story from childhood up are carefully treasured and industriously repeated, until his wonderful success and all that pertains thereto, are attributed to the altogether too apparent fact that the man, as he boasts, has never been to school a day in his life. Schools, then, have nothing to do with real success, with real greatness. They are hindrances rather; and unless they can be made to cater to the idea of getting a living, they are not accomplishing the object for which they were designed. The industrial arts have a direct bear-

ing upon this all-important question, and the elements of these arts which should be in the schools to-day begin to prepare the hand and brain of the learner for the life calling he is soon to enter upon. So trained, he passes from school to shop—life's problem for him is solved; and with the rich, self-made man of the neighborhood for his immediate high-toned model, and with the Vanderbilts, and Goulds, and Jim Fiskes in the dim distance to

"Allure to brighter worlds and lead the way,"

it remains with him to decide whether he is to be a respectable five-hundred-thousand-dollar citizen or an element of mobs and strikes. My point is this: that the elements of industrial art have a tendency to lessen the real work of the school-room; that they have a tendency to degrade the standard of liberal scholarship and culture which the school-room aims to secure, and which the humblest needs, and for that reason, if for no other, should not be introduced in the public schools.

It remains to be stated that the idea which the public school has in view is the one which, left to itself, will best accomplish its purpose. If I understand that idea or that purpose it is this: so to train the intellect that individual life may be characterized by an intelligent exercise of what belongs to an intelligent republican citizenship. This includes the incidental training of the sensibilities and the will; but the faculty which falls by right to the teacher is the intellect, and to this is his work confined. Intellectual training alone, however, is dangerous, and while the school-room exerts a moral influence, direct moral teaching is an essential element of liberal education. This must come from religion, the fountain of all morality; and it can come best from the Christian minister who is just as much a part of the common school economy as the teacher himself. The other educating agent is the family; and just in proportion as these three —the parent, the clergyman, the teacher—do the work which belongs to them, will the child they rear be ready for the life before him. Let them do this work well with the grand idea that the training of children to a useful maturity is the noblest work heaven has given to man, and the evils which vex society to-day will disappear. So trained, young men will early learn to detect the presumption and the grossness of mere money, and will find pleasure in working for a purer coin than that which gives the clink to change. So trained, they will acknowledge that if there is any human being under heaven who ought to thank God every day of his life for the privileges he enjoys, it is the man who has two strong arms and who likes to use those arms in getting an honest living; and they will shun what in the common vernacular is called "a soft place," as they would shun a pest-house. So trained, they will industriously and contentedly follow the business they have found, believing that a man filling his niche in the world cannot better his condition; that a change would be death to him—exertion eternal life. So trained, they will look upon extravagance as shameful, upon fraud as villainy, upon financial disgrace as something worse than death. So trained, they will find that there are too many people in the world already who regret their inability to stand off and admire themselves; and that true greatness never blusters, and real worth never cares for show. So trained, their passions will be controlled, and the appetites will need no more the bit and bridle of ribbon, red or blue. So trained, the poorest will find no pleasure in coarseness; amusement for working classes and wealthy classes alike will be no longer low; wholesome literature will take the place of trash which is making so much mischief now; refinement in thought, in action, and in speech will be commoner among working men than I think it is to-day; and he who writes hereafter on the topics of the times will have little occasion to say with the popular writer of a popular monthly: "When we compare the life of an ordinary mechanic with that of a country clergyman who earns but little more; when we see the latter with his books, his universal interests, and his refined society; the former with few books, and those not of the best, with his vulgar amusements, and his unsatisfying society, it seems too obvious to need pointing out that what the working classes most need is not to get more money, but to learn how to get more happiness by means of the money they now have." This, as I understand it, is the end and aim of the common school; and the way, as I think, to secure it is, not to "crowd our common schools with that variety of studies, which the age, in its rapid material progress, demands of men," but rather "to give that thorough elementary training of mind and will which constitutes the common and necessary base of all these vocational activities; to give to the young, through the challenge of living teachers, the power of self-mental activity; to arouse the mind into proper existence, to develop and strengthen it from within that it may take proper shape and form, and that the individual at last may gain that intelligent self-possession and self-mastery, without which there can be no true or vigorous personal life." This, however, can never be done in a hurry. In matters educational we must make haste slowly and systematically. "First the blade, then the ear, after that the full corn in the ear."

MR. JONES: The craftsman without education is a workman, but not a mechanic; he is little better than part of the machine he drives: among the better class of workmen, those who have suffered from the lack of early training are the most earnest in demanding education for their children—the education of the head, before they come to the shop, doubles the value of the hand.

Miss CAROLINE WEST, of Philadelphia, gave a short sketch of the Normal Training School of Industrial Drawing, lately established in that city, which has just closed a successful season, and has bright prospects for the future—400 applicants for next year, from all parts of the State. She urged the importance of systematic work in every in-

stitute, in the introduction of drawing. There are difficulties, of course, but the importance of the subject makes it worth the labor of overcoming them.

Mr. MOYER: I am opposed to teaching the use of tools side by side with the branches of knowledge, but experience has taught me the need of drawing in our schools. We shall have to attend to this some time—the sooner the better.

COMMITTEE ON LEGISLATION.

Dr. HIGBEE: When we met last year in the bipartite convention, I was very fresh. I thought it would be an easy matter to move the Legislature to codify the school law, and make needed changes; and we appointed committees to present our views. Later, I was told by those of superior wisdom that we could take no course more certain to end in defeat—and now I believe it. We must begin at home, and make public sentiment, meanwhile keeping school matters, so far as possible, out of the maelstrom of nasty politics. If there is no objection, I shall discharge the committee.

The Committee on Legislation was accordingly discharged.

CITY AND BOROUGH CONVENTION.

Mr. BUEHRLE: I wish to make a motion, requesting the Superintendent of Public Instruction during the coming year, should he deem it best, to call one or more conventions of City and Borough Superintendents, for mutual consultation and conference—attendance to be optional.

The motion was agreed to.

IN MEMORIAM.

Mr. MCNEAL offered the following resolution in reference to the late Supt LA ROSS, which was adopted:

WHEREAS, Death has again entered our ranks and removed from labor to reward, D. H. E. La Ross, late Superintendent of Schools of Dauphin county, therefore:

Resolved, That, while we bow in humble submission to the will of Him who doeth all things well, we realize the loss we have sustained, and desire here to express our appreciation of the educational work of our lamented co-laborer, and especially of his services in the County Superintendency for a period of sixteen and a half years.

Resolved, That this resolution be published as a part of the minutes of this convention.

RESOLUTION OF SYMPATHY.

Supt. CASS offered the following, which was adopted:

Resolved, That we regret the illness which rendered it necessary for ex-Deputy State Superintendent Lindsey to resign the position he held in the Department of Public Instruction, and that we extend to him the assurance that he has our best wishes in whatever employment he may hereafter engage.

Mr. BAKER called attention to the subject of a Graded Course of Study for Ungraded Schools, in which he had some successful experience.

The CHAIR, after stating that he had rereceived several valid excuses from absent Superintendents, declared the convention adjourned.

The following *County* Superintendents were present during the sessions: G. C. Stockdill, Armstrong; J. S. Briggs, Beaver; John Cessna, Bedford; David S. Keck, Berks; John A. Stephens, Blair; G. W. Ryan, Bradford; W. W. Woodruff, Bucks; James H. Murtland, Butler; Lewis Strayer, Cambria; N. H. Schenck, Cameron; T. M. Balliet, Carbon; D. M. Wolf, Centre; Jacob W. Harvey, Chester; J. G. Anderson, Clarion; M. L. McQuown, Clearfield; Thomas N. Magee, Clinton; Josephus S. Grimes, Columbia; Chas. F. Chamberlain, Crawford; R. M. McNeal, Dauphin; Geo. R. Dixon, Elk; Charles Twining, Erie; R. V. Ritenour, Fayette; J. E. Hillard, Forest; H. A. Disert, Franklin; Joseph F. Barton, Fulton; Wm. M. Nickeson, Greene; Wm. R. Baker, Huntingdon; Samuel J. Craighead, Indiana; William A. Kelly, Jefferson; H. Evelyn Brooks, Lackawanna; B. F. Shaub, Lancaster; D. F. Balph, Lawrence; Wm. B. Bodenhorn, Lebanon; J. O. Knauss, Lehigh; James M. Coughlin, Luzerne; C. S. Riddell, Lycoming; M. O. Campbell, McKean; Andrew J. Palm, Mercer; Wm. C. McClenahen, Mifflin; Reuben F. Hoffecker, Montgomery; Franklin C. Derr, Montour; Wm. J. Wolverton, Northumberland; J. R. Flickinger, Perry; Anna Buckbee, Potter; George W. Weiss, Schuylkill; William Moyer, Snyder; J. C. Weller, Somerset; Benton E. James, Susquehanna; M. F. Cass, Tioga; B. R. Johnson, Union; S. H. Prather, Venango; C. D. Arird, Warren; George A. Spindler, Washington; Hadley B. Larrabee, Wayne; J. R. Spiegel, Westmoreland; David G. Williams, York.

City and Borough—John Morrow Allegheny; L. B. Landis, Allentown; D. S. Keith, Altoona; G. W. Desh, Bethlehem; George F. Stone, Bradford; Chas. F. Foster, Chester; L. R. Fowler, Dunmore; H. S. Jones, Erie; Lemuel O. Foose, Harrisburg; T. B. Johnston, Johnstown; R. K. Buehrle, Lancaster; J. T. Nitrauer, Lebanon; John A. Robb, Lock Haven; Wm.

L. Balentine, Mahanoy City; Henry R. Roth, Meadville; Clarence F. Carroll, Oil City; Harry F. Leister, Phœnixville; George. J. Luckey, Pittsburgh; B. F. Patterson, Pottsville; Samuel A. Baer, Reading; Wm. F. Harpel, Shamokin; R. M. Streeter, Titusville; Samuel Transeau, Williamsport; W. H. Shelley, York.

Principals of Normal Schools were also in attendance as follows: G. M. Philips, West Chester; B. F. Shaub, (elect) Millersville; N. C. Schaeffer, Kutztown; D. C. Thomas, Mansfield; D. J. Waller, Jr., Bloomsburg; S. B. Heiges, Shippensburg; A. N. Raub, Lock Haven; J. A. Cooper, Edinboro'.

The State Department was represented by Dr. E. E. Higbee, Superintendent of Public Instruction, and Deputies Henry Houck and J. Q. Stewart.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, AUGUST, 1883.

E. E. HIGBEE. - - - - - J. P. McCASKEY

WE have copied into *The Journal* the article of Rev. H. N. Hudson, not because we agree in full with its position, but because it is written by a thoughtful and reverent scholar, and because it directs attention to one of the greatest dangers which beset our present civilization.

We are too fast—too eager after immediate results, in almost every sphere of life. No sooner does an avenue of wealth open in any direction, than thousands rush in, regardless of future results. Whole forests are swept away as by magic, till our mountains even are becoming treeless, and our streams fishless. Mining towns are built and abandoned and rebuilt, giving us a vast nomadic mass of money-seekers, roaming restless and almost lawless. Syndicates are forming on every side, turning our social life into a wild race for riches. Wheat is no longer for bread, nor cotton for clothing, nor meat for the eater, but all alike for margins in the way of stock gambling and market cornering.

The same wild spirit has invaded the estate of learning. The demon cry along the whole line is, *Hurry on!* The young man, from the alphabet almost, leaps into law, or medicine, or theology. The common schools are not exempt. Strange would it be if they were. We have no right to suppose that they have, *per se*, any potent wand to exorcise such demoniacal possession. Growth, which is both slow, and scarcely in its progress authenticating itself to surface-looking eyes, is in danger of being entirely swept from vision by the hurrying age. The school *system* is coming to be magnified more and more, as though the children were made to be fitted into *it*, and in this way accomplish *its glorification*, and not their own development into self-possessed manhood and womanhood.

In this view, we feel that the article referred to is timely, and may serve as a serious warning; although it makes the common schools bear the whole burden of our age, which, in every other department as well, contrasts in much the same way with sixty years ago. The wounds of a friend are far better than the kisses of an enemy; and we have too high a regard for our most eminent Shakespearian critic, to believe that he would destroy rather than reform.

E. E. HIGBEE.

SUPERINTENDENTS.

RECENT CONVENTION AT WILLIAMSPORT.

BUT little time could be secured for the recent Convention of Superintendents. The State Teachers' Association held long and interesting sessions during the whole forenoon, leaving the afternoon for the superintendents, already wearied and disinclined to any very vigorous work. In spite of these adverse circumstances, however, the sessions were very full, and the remarks interesting and significant.

The paper on County Institutes was quite thoroughly discussed. To us there seemed to be a very strong undercurrent of feeling in favor of more careful drill in the way of normal instruction, and of less effort in the way of merely external display and entertainment. We were especially pleased to find that many superintendents have seen fit to divide their Institutes into various sections, placing each section in its own separate room, and giving to the same earnest drill and careful examination in the different fields of school work. Good instructors cannot fail to recognize the great

benefit of such a course. It enables them to make their instruction more definite and direct in its character, while those taught can much more easily concentrate their attention upon whatever subject may be under consideration or practical drill. When rooms can be secured gratuitously, or at little expense, we see no reason why this practice should not become universal. A rambling discourse addressed to four or five hundred teachers assembled in a large room with many spectators, can hardly be called normal instruction or drill. The ablest man even will find it extremely difficult to overcome the obstacles to thorough and definite work which such a course puts in his way.

Another difficulty, to which the discussion called attention, this desirable subdivision of an institute may serve to surmount. Our city and borough teachers, if necessitated to constitute part of the County Institute, find the general instruction poorly adapted to their special wants. If, however, allowed to form a section by themselves, and if supplied with competent instructors to take up such subjects as the needs of the city or borough may demand, such teachers can have all that they desire, and at the same time, when joining from time to time with the general convention, can give the benefits of their wider experience to the teachers from the rural districts.

We feel confident, if the practice referred to should become universal, it could not be long before the Institutes would demand for their purposes a much longer period, and become, without any detriment to our established Normal Schools, centres of most valuable normal instruction.

Following the paper on Institutes, a very valuable tract upon the establishment of libraries in our city schools was read and briefly discussed. We regret that the discussion was so brief. Right habits of study accompany right habits of reading. Graduates of our high schools should become quite familiar with the classic wealth of English literature. This cannot be gained by mere extracts introduced in the schoolroom recitation. An author should be carefully read, and time given for a large measure of such continuous reading as will cultivate a literary taste as well as give a vast amount of valuable information and social culture. Our advanced schools in the cities cannot accomplish this without libraries, and the time must come when those schools will demand a thorough library organization to accomplish their proper work.

A very valuable paper was read upon the matter of introducing industrial arts into our common schools. The subject was very ably handled, but time did not allow the convention to enter upon its discussion. The topic is one which is challenging especial attention just now, and needs most careful investigation. The general argument of the paper was opposed to the introduction of industrial arts into our common schools, as calculated to defeat the very purposes of the public schools, while giving no benefit to the industrial arts themselves. We hope that the paper, published in full in this number, may awaken an earnest discussion of the whole subject, so that all our school men may come to some intelligent conviction as to what course ought to be pursued.

SOLDIERS' ORPHAN SCHOOLS.

AMONG the systems of State or national beneficence, the Soldiers' Orphan Schools of Pennsylvania stand out pre-eminent. Suggested by the generous heart of Hon. Andrew G. Curtin, our War Governor, in the days when Rebellion threatened the overthrow of the Republic—and the plan of these schools devised and put into practical effect by two of the ablest leaders in the educational work that Pennsylvania has yet produced, the veteran Dr. Thos. H. Burrowes, and Dr. J. P. Wickersham—they will go into the history of the Nation as the noblest State charity that grew out of the great civil contest.

During the recent session of the State Legislature, attention was called to the management of these schools, and a committee of investigation was appointed. As a part of the record of the times, we append the report of this committee, which was presented June 6th:

REPORT OF THE JOINT COMMITTEE.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania. Gentlemen: In pursuance of the joint resolution of the House and Senate to investigate the Soldiers' Orphans' Schools of the State, the committee appointed by your honorable bodies, consisting of E. B. Coxe, John M. Greer and J. H Longenecker, of the Senate, and J. J. Bierer, Nathaniel Horne, J. W. Hughes, James Neill and J. B. Niles, of the House, after having made a sincere and earnest effort to arrive at the facts, and being required to report to this body if the rumors that children had been admitted whose fathers were not destitute were true, and if so what should be done, respectfully submit the following as their conclusions:

1. That the rumors that children have been admitted to the Soldiers' Orphan Schools who were not "the destitute children of permanently disabled soldiers and sailors," are true. See the five cases, as follows, viz:

1. In a case in Bedford county, the parent swears, "I am not in destitute circumstances."

2. In a case in Huntingdon county, part of the contract is not agreed to, the sentence beginning, "Bind him out," &c., being erased by a fine mark through it.

3. In a case in Jefferson county, the clause, "I am in destitute circumstances" having a pen and ink line drawn through it, and the words substituted, "I will consider it a favor that my child be admitted," &c.

4. In a case in Potter county, in the application the words, "I am in destitute circumstances," etc., have a pen and ink line drawn through them their entire length.

5. In a case in Washington county, the father states his disability to have arisen from a fall of slate about five months after his discharge from service.

In regard to these cases the Department of Soldiers' Orphan Schools gives the following extracts from the official testimony on file with each of the cases above referred to, to wit:

Statement as to No. 1. Father disabled in a collision on the Baltimore and Ohio railroad between Washington, D. C., and Relay House, while in the service of the United States, June 19th, 1864. His physician swears: "His injuries are of a permanent character, with a tendency to grow worse, and not to be materially affected by the use of medicine." "I have been his family physician since 1866. His spine is injured, and at times is rendered entirely unfit for any manner of manual labor. In fact, from the least imprudence he is often incapable of moving for days. As he lives within five miles of my office, I have had ample opportunity of observing his physical condition. To do justice to himself he should not perform any manual labor, as by so doing he runs the risk of incurring intense suffering." He admits that he possesses 134 acres of land, worth perhaps $1,200. The above facts are supported by comrades and reputable citizens of his locality.

Statement as to No. 2. Has two children now in school. A large and deep gun-shot wound in the head, carrying away part of frontal bones of left side, causing loss of memory and partially disabling him from labor. Certificates to this effect sworn to by two physicians. Certificates sworn to by captain of his company, that said wound was received while in action at Cold Harbor, June, 1864. Corroborative testimony by other comrades. He admits he has a house and lot valued at $300, which is not paid for. Is a day laborer by occupation. The clause in the applications for the admission of these children, which gives the State Superintendent "the full right to put or bind them out on their arrival at the age of 16 years for such employment or trade, to such employer or master, and during such term, as said superintendent shall select," which clause has long been obsolete, is scored out of these applications by the father. The destitute clause is not erased.

Statement as to No. 3. One child now in school. Gun-shot wound in right leg four inches above ankle, cutting tendons, etc., muscles contracted, shortening limb. The wound still sore in consequence of action of muscles. Statement to this effect sworn to by the examining surgeon. A member of the late Constitutional convention swears he has known this man for thirty years; served with him in the army, and that he knows he was wounded as stated—June, 1864, in front of Petersburg—and from which wound he suffers greatly. A prominent citizen swears he was personally acquainted with the applicant before and since the war, that he came home from the army on crutches, and that he was unable to get around without them for a long time. His business is lumbering. The destitute clause in application is scored out, and he inserts instead as follows: "Under my present circumstances (having failed in business), I will consider it a favor if my child be admitted to and receive the benefits of the Soldiers' Orphans' School." He states he has "a house and forty-five acres of land, which is encumbered to almost its full value, and feel that I am justifiable in making this application."

Statement as to No. 4. One child now in school; wife dead; gun-shot wound in left arm, which caused amputation at shoulder. Destitute clause is stricken out of application, but adds: "I am unable to take care of child at home, and am also unable to provide for his maintenance and education away from home."

Statement as to No. 5. One child now in school. Mother dead. Disability of father caused by fall of slate in coal mine about five months after discharge from service. A physician certifies father is entirely disabled from manual labor. Would be under necessity of going at all times upon crutches, were it not for an apparatus he wears, which enables him to walk, yet with great inconvenience. L. F. Jones, commander of Post 60, G. A. R., Monongahela City, certifies that the applicant would not be able to support himself or child were it not for the aid given him by the Post and private charity. Personal appeals were made to the State Superintendent by Hons. G. V. Lawrence, A. K. Billingsley and Col. Chill Hazzard, late Department Commander G. A. R. of Pennsylvania, for the admission of this child to save it from going to the county almshouse.

The Committee having made a sincere and earnest effort to arrive at the facts of the case, and being required to report to this body if the rumors that children had been admitted whose fathers were not destitute were true, and if so what should be done, respectfully submit the following as their conclusions:

1. That the rumors that children have been admitted to the Soldiers' Orphan Schools who were not "the destitute children of permanently disabled soldiers and sailors" are true—see the five cases stated.

2. The committee would suggest, as a remedy, that the father of every child now in the schools, or to be admitted, be required not simply to swear that he is destitute, but to answer a number of questions under oath, such as the following:

1. Is the parent disabled, and unable to support the child?

2. Is the child destitute—that is, has the child any property or means of support outside of the father?

3. What is the father's business, for whom has he worked or what has he worked at, and what are his resources and property, and what have been his average monthly earnings and income from all sources for the last two years preceding the date of the affidavit?

If possible, an affidavit should be obtained from some outside party, or parties, who know the truth of the statements as set forth.

From the information thus obtained in a definite form, the Department of Soldiers' Orphans should decide whether the case of each child

now in, or hereafter to be admitted, to the schools, comes strictly under the provisions of the act of Assembly as construed by the Department; the important points being that a man should be obliged to give a definite statement of all his circumstances, so that the Department could judge for itself. These two points are the only ones covered by the resolution, and to these the committee have strictly confined themselves.

Respectfully submitted,

[Signed,] Eckley B. Coxe, John M. Greer, J. H. Longenecker, J. J. Bierer, Nathaniel Horne, J. W. Hughes, James Neill, J. B. Niles.

The undersigned members of the committee wish, in addition to the foregoing, to state that they are fully satisfied that there has been no intentional infraction or evasion of the law on the part of the State officials in the admission of children to the Soldiers' Orphans' Schools. It is, indeed, a matter of surprise that so few irregularities should occur in the management of the delicate duties of this department.

[Signed,] John M. Greer, J. H. Longenecker, J. W. Hughes, Nathaniel Horne, James Neill, J. J. Bierer, J. B. Niles.

The *Harrisburg Telegraph*, of June 7th, makes the following editorial comment upon the report as above:

In the early part of the session, serious insinuations were indulged in as to the management of the Soldiers' Orphan Schools of the State. Even so responsible a member of the Senate as Mr. Coxe, of Luzerne, deemed these insinuations of sufficient moment to call for the passage of a resolution by both Houses creating a joint committee of investigation to inquire into and report upon the management of these Soldiers' Orphan Schools. The committee was composed on the part of the Senate of Messrs. E. B. Coxe, J. M. Greer, and J. H. Longenecker, and, on the part of the House, of Jacob J. Bierer, Nathaniel Horne, J. W. Hughes, James Neill and J. B. Niles, and after careful, patient and minute inquiry on the part of this committee, during nearly the entire session of the Legislature, the committee made report to the Senate yesterday. If the especial friends of the Soldiers' Orphan Schools had been designated to report upon the management of these institutions, they could not have given them a better vindication of the exceptionally able and honest administration of their affairs. Out of a total of 13,000 orphans admitted into and educated in these institutions, the committee has found only five cases of irregular admission, and even in these cases they have reported:

"That they are fully satisfied that there has been no intentional infraction or evasion of the law on the part of the State officials, in admission of children to the Soldiers' Orphan Schools. It is, indeed, a matter of surprise that so few irregularities should occur in the management of the delicate duties of this department."

There perhaps never was, in the history of the many institutions which have received State aid, so clean a record and so complete and deserved vindication of their administration as the Soldiers' Orphan Schools have received from this joint committee.

SCHOOL LEGISLATION.

WHILE the result of the efforts made at the recent session of the Legislature, in the interest of the schools, is not so gratifying to the friends of popular education as could be desired; yet there is good reason to speak favorably of the advancement made, and to look hopefully to the future for a consummation of the unfinished work of the session. The history of the past teaches that progress in this direction has been gradual, and from one year to another scarcely perceptible to those who are not familiar with the growth of the system.

In some respects substantial gains have been made during the past year. Heretofore the million dollars appropriated to the Common Schools was diminished by the payment of the salaries of the Superintendents out of that fund. In addition to this, the sum appropriated in aid of students at the State Normal Schools, who are preparing to become teachers, was directed to be taken from the same fund. But, at the recent session of the Legislature, provision was made for the payment out of the general fund of the salaries of Superintendents, and of the sums required towards the education of teachers in the Normal Schools. This provision will leave the entire amount of One Million Dollars to be paid to the public school districts of the State for each of the ensuing two years, an increase of over one hundred and twenty thousand dollars per year for educational purposes.

Bills embodying the several recommendations made in the last annual report of the Superintendent of Public Instruction were introduced early in the session, and all, with perhaps one exception, were reported favorably from the committees to which they were referred.

The bill relating to Teachers' Permanent Certificates passed finally, and is now a law. This act requires applicants for such certificates to be examined by the respective committees in the several counties, the examination to be by *written* questions and answers. These questions and answers, if the applicant is passed by the committee, are to be forwarded, with such other evidences of qualification as are required, to the Superintendent of Public Instruction, and, if approved by him, a Permanent Certificate

will be issued to the candidate applying for the same. This is a wise provision of law, and will have a wholesome influence in raising the standard of the Permanent Certificate in Pennsylvania.

It is to be regretted that other measures introduced failed to pass. In some cases, however, there is victory in defeat. A sentiment has been created, in the advocacy and discussion of important measures, which will be crystallized into a force eventually strong enough to place these measures on the statute book of the Commonwealth.

The failure to pass the bill providing for an increase of the minimum school term to six months was a disappointment to the friends of the measure, who were hopeful of success. The State Teachers' Association for the past two or three years has unanimously recommended an increase in the annual term; County Institutes have endorsed it; and public sentiment very generally favors it. Why a representative vote from a city or borough district, having from eight to ten months' continuous term annually, should be cast against such a provision—and thus insure its defeat — is not easily explained. And yet its defeat was thus effected!

Taking everything into consideration, however, there is good reason for congratulation upon what has been accomplished. No educational interest has been neglected. Both Normal Schools and Soldiers' Orphans have been well provided for, and the outlook for the future is encouraging.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, AUGUST, 1883.

THE following circular was sent to each Superintendent and each Chairman of the County Committee on Teachers' Permanent Certificates, June 29th. After sufficient time has elapsed, the Department must insist upon the enforcement of the requirements of this new law.

HARRISBURG, *June* 25, 1883.

Committees of Teachers on Permanent Certificates elected at the annual institutes in their respective counties, will be required to examine all applicants for Permanent Certificates, as directed in the first section of the act of Assembly, approved June 22, 1883.

E. E. HIGBEE,
Sup't Public Instruction.

AN ACT

Relating to Permanent Certificates of Teachers in the Common Schools.

SEC. 1. *Be it enacted, &c.*, That all examinations for permanent certificates for teachers in common schools shall be by written questions and answers, and in case the examination of the applicant is satisfactory to the committee of teachers on permanent certificates, the list of questions and answers, with all other papers accompanying the application, shall be forwarded to the Department of Public Instruction, and, if approved by the Superintendent of Public Instruction, he shall issue and forward to the applicant a permanent certificate in accordance with the recommendation made by the committee as now required by law: *Provided*, That the questions shall be answered immediately, and in the presence of the committee.

SEC. 2. Any permanent certificate granted, or hereafter issued on the recommendation of a committee of teachers duly elected at the annual session of the county institute, shall be a valid certificate, and shall continue to be valid in all the districts of the county where issued, including the several cities and boroughs within the county, except such cities and boroughs as may be authorized by law to hold separate annual teachers' institutes and empowered to recommend the granting of permanent certificates, which certificates shall be valid only in the city or borough where issued.

Approved—June 22, 1883.

ITEMS FROM REPORTS.

ARMSTRONG. — Sup't Stockdill: We have held three public examinations this month; of 65 applicants, nine were rejected. The greater number passed a good examination. We find there are too many young applicants for the good of the schools. We do not examine those under seventeen years of age, and very much fear that, even at this age, they are, as a general thing, too young. We hope that the Legislature will pass a law denying them the right to teach in the public schools, until they are at least eighteen years old; but it would be better to say twenty years. Our schools would do better work. Teachers at the age of sixteen or seventeen, have not the mature judgment they should have to teach or control those entrusted to their charge.

BERKS.—Sup't Keck: The classes for examination this year are unusually large. Fleetwood changed its school term from five to six months. Robeson will build four new school houses this year. Douglass will build a two-roomed house at Pine Iron Works, and grade the schools. Longswamp will do the same at Red Lion.

BUCKS.—Sup't Woodruff: Teachers have been better prepared for examination than in former years. In many districts the wages of

teachers have been advanced. In some instances this result is directly traceable to the discussions at the Directors' Convention at Doylestown.

BUTLER.—Sup't Murtland: The school directors, in many of the districts, are anxiously inquiring for skilled teachers. The salaries of the Butler teachers have been increased.

CENTRE.—Sup't Wolf: The commencement of the State College was held on the 28th inst., at which time Pres. Atherton was inaugurated. He has gained the esteem and confidence of the friends of the College, and evidently seems the right man in the right place. The College bids fair to overcome all difficulties and to move forward successfully in working up its design. A number of districts are arranging to put up new houses; the spirit of improvement is laying hold of our directors.

CHESTER.—Sup't Harvey: Forty-six of our schools were open ten months during the year just closed. The last week in June witnessed their close. The question whether nine or ten months should be the maximum school term, is frequently discussed in some of our wealthier districts. It is the judgment of all the physicians whom I have consulted, that children should not be confined to the school-room more than nine months in one year. The order recently before the Legislature, making six months the maximum term, would not have affected us, as we have no shorter term.

CLEARFIELD.—Sup't McQuown: Woodward township will build two new school-houses this summer, and will have twenty-two schools in operation next winter. Clearfield and Curwensville have reëelected all their last year's teachers, with one exception. The Pennville Normal School (now closed) sustained an excellent lecture course during its session.

FOREST.—Sup't Holland: A number of districts will build new school-houses, among them Jenks township and Howe. A new house has been built at Gusher City. The Board of Tionesta borough have determined to submit to the citizens the question, whether they may be allowed to borrow $4,000 for the purpose of building a new school-house. The people at Poland's Mill, in Hickory township, have started a subscription school. A school will be opened at Salmon Creek this summer, the citizens to furnish the house, and the school-board the teacher.

HUNTINGDON.—Sup't Baker: Inasmuch as teachers, directors, and patrons throughout the county seemed to realize alike the evils of non-uniformity of text-books, and also to be unanimously in favor of a county uniformity as a remedy, a convention of directors, to consist of one delegate from each board, was called, in accordance with the expressed wishes of many, to meet June 22d, to take action in regard to the establishment of a uniform series of text-books for the county. Strange to say, only twenty-one of the forty-one districts were represented, and the prevailing element of the convention seemed so much opposed to the measure that no action whatever was taken in the matter.

LEHIGH.—Sup't Knauss: All the schools are closed for the term. The commencement exercises in a number of our town High Schools were quite a success. Judging from the very large and attentive audience in attendance, the indications are that the work of these schools is heartily appreciated by our people. A number of new school-houses will be erected during the summer.

MCKEAN.—Sup't Campbell: The Sergeant directors are building a fine two-story school-house for the accommodation of 100 pupils. The Smethport directors are remodeling the ground floor of their building, converting two small, dingy rooms into a single room, large and commodious.

MIFFLIN.—Sup't McClenahen: The Normal session at Milroy will begin July 30th, and continue four weeks. The object is to help teachers prepare for practical school-work; hence, an outline of work has been carefully prepared to this end. We expect a large attendance. The directors of Menno township have decided to furnish three more houses with the Keystone desk. Our county institute will be held the last week in November.

UNION.—Sup't Johnson: The latter part of May, I published the following notice in the county papers: "Owing to the fact that no uniformity of text-books relating to the Theory and Practice of Teaching has been recognized in this county; and because of the multiplicity of text-books pertaining thereto, many teachers are unable to decide what book would be best adapted to their line of work; and on this account many beginners make this a pretext for neglecting the science of teaching; therefore, seeing the importance of system in this special department of school economy, I have taken the liberty of selecting a committee of well-known teachers to meet at my office, at 9 a. m. June 9th, for the purpose of recommending some standard work for the teachers of the county." Pursuant to this notice, the committee met and recommended Baldwin's Art of School Management. There appears to be a disposition in several townships to raise the salaries of teachers. This is a commendable movement.

WAYNE.—Sup't Larrabee: I have just completed my annual series of examinations, which extended through May and June. The work throughout the county has never been more satisfactory; and, in most cases, it is very commendable. There were 226 applicants, of whom 176 received provisional certificates, and six professional.

ALLENTOWN.—Sup't Landis: Our examinations for promotion were held during the last seven weeks of the term, and showed that the work of the year had been done satisfactorily. As one of the causes of our success we may mention, that for the last two years we have had no change of teachers above the primary grades, and we expect none for the coming year. Though not receiving as large salaries as are paid in some of our neighboring cities, our teachers will not be found behind in interest and devotion to their work. The High School commencement took place on the morning of

June 19th, in the Academy of Music. The class consisted of eighteen members, equally divided as to sex. Of the male graduates, eight will enter upon a Collegiate course,—two in Lehigh University and six in Muhlenberg College. A new feature of our commencement this year, was the taking up of a collection. The result of the experiment is that $35.46 is now in the hands of our Treasurer as a nucleus of a High School library fund.

CHESTER CITY.—Sup't Foster: We have had a very prosperous year. We graduated fifteen from the High School. Our teachers have taken great pains in improving themselves, and our meetings, held twice a month for drill, are doing much good.

MEADVILLE.—Sup't Roth: On June 1st we closed a successful school year. The results of our plans and labors are most gratifying. Surely there is much ground for congratulation and encouragement.

NORRISTOWN.—Sup't Gotwals: The High school commencement was held June 29th, in Music Hall. The hall was crowded to such an extent that no place was left unoccupied. The class consisted of twenty-two girls and twelve boys. The exercises passed off pleasantly and every one seemed pleased. As usual, there was a great display of flowers and presents of different kinds for the graduates. In the evening the Alumni had a meeting. About 140 of the 300 graduates of the school were present.

PHŒNIXVILLE.—Sup't Leister: The schools closed on the 18th inst. The commencement exercises were held in the presence of a large audience. Six girls and three boys were graduated. Among the improvements during the term may be mentioned, a greater percentage of attendance; more efficient government of the different schools; the introduction of writing with pen in more of the lower divisions, with good results; instruction in geometrical drawing; enlargement of the Public School Library; greater efficiency secured in the combination of numbers in the primaries; and a botanical collection commenced.

SHAMOKIN.—Sup't Harpel: The annual examination of teachers was held June 7th and 8th. Twenty applicants presented themselves, of whom three received professional certificates, and seventeen provisional. Written and oral work was required of each applicant in the several branches. The preparation on the part of the applicants was good,—far better than last year, when I was compelled to reject one-fourth of the parties examined. A goodly number of visitors representing the ministry, teachers, directors, and citizens, were present during the examination. In the schools we have noted great improvement in our arithmetic and number work since our new departure on this subject. The pupils are beginning to do their work with much more neatness, accuracy, and rapidity than heretofore. Many of the old habits, so detrimental to good and accurate work, have been nearly or entirely "broken up" in this particular department.

LOCK HAVEN.—Sup't Robb: Our School Board is completing a very fine eight-room school building, finished throughout with slate black-board and the best furniture. It will be an ornament to our city, and will cost over $15,000.

BEAVER FALLS.—Sup't Knight: In compliance with the requirements of the laws of Pennsylvania, our Board of Education erected a very neat and substantial fire escape to the Central High School building. It is a stairway, three and a half feet wide, leading from the landing between the second and third stories, out and downward from the building to a landing on the stairway, at which point it turns at right angles and lands in the girls' playground, alongside the building, but eight feet from it. Frequent practice of dismissing the pupils of the third floor, down this stairway, enabled them to become accustomed to that means of escape. By a system of dismissal when false alarms were sounded, even before the present fire escape was placed in position, we could empty the entire building (twelve rooms and 500 pupils), in ninety-five seconds, without a single pupil breaking ranks, all in complete order.

SUPERINTENDENTS COMMISSIONED.

A. D. COLEGROVE, A. B., was commissioned July 7th as City Superintendent of Corry, Erie county, from June 15, 1883, for the unexpired term of V. G. Curtis, resigned.

THE Superintendent of Public Instruction accepted, July 17th, the resignation of N. H. Schenck, Superintendent of Cameron county, who enters the active ministry of the M. E. Church, and appointed in his place H. L. Pearsall, of Driftwood, for the unexpired term, dating from July 20, 1883.

GEO. H. DESH was commissioned as Borough Superintendent of Bethlehem May 31, 1883, until the first Monday of June, 1884, at a salary of $900.

PERMANENT CERTIFICATES ISSUED.

NO.	NAME.	COUNTY.
3417	M. Elizabeth Gibson	Butler.
3418	C. B. McDowell	McKean.
3419	Amos Shirk	Lancaster.
3420	Wm. P. Scharf	Snyder.
3421	N. J. Witmer	Lebanon.
3422	Fannie E. Harrison	Allegheny.
3423	Samuel H. Hertzler	Dauphin.
3424	J. W. Eshleman	"
3425	Galen W. Hoover	"
3426	Samuel H. Hoffer	"
3427	Rose Miller	Lawrence.
3428	Mary E. Westcott	"
3429	Annie B. Andrews	Allegheny.
3430	Ella R. McKee	"
3431	Addie Hill	"
3432	Jeannette Gilmore	"
3433	Minnie L. Hunt	"
3434	C. C. Cochran	"
3435	Maggie J. Brown	"
3436	Amanda H. Forbes	"
3437	Alice L. Huston	"

3438	Lizzie M. Ralston	Allegheny.
3439	Mary I. Lindsay	"
3440	Maggie E. Lindsay	"
3441	Lizzie Lorch	"
3442	Ella McClelland	"
3443	Belle McMaster	"
3444	Cora Simpson	"
3445	Emma E. Bentley	"
3446	Ida E. Crawford	"
3447	Emma Doyle	"
3448	Anna L. Frey	"
3449	Kate E. Garrow	"
3450	Annie J. Hope	"
3451	Nellie J. Richards	"
3452	Alma Irene Sheck	"
3453	Minnie Steinert	"
3454	Francis W. Magee	Lawrence.
3455	Thusie McLaughry	"
3456	S. R. McCready	"
3457	Bella P. Carter	Chester.
3458	Mary T. O'Connor	"
3459	C. Howard Peters	"
3460	Jennie Lower	Lawrence.
3461	Sallie C. Musselman	Montour.
3462	T. E. Boland	Lackawanna.
3463	B. T. Mooney	"
3464	Jennie M. Woods	Chester.
3465	Lizzie M. McCarrell	Washington.
3466	J. C. Burns	Franklin.
3467	A. B. Ramsey	"
3468	Laura E. Wolff	"
3469	Henry W. Clay	Berks.
3470	C. F. DeLong	"
3471	James B. Hagg	"
3472	Ella A. Helman	"
3473	Robert W. Madeira	"
3474	J. F. Naftzinger	"
3475	Abraham K. Ritter	"
3476	A. A. DeLarme	Clearfield.
3477	A. L. Scofield	"
3478	Evelina D. Caldwell	Delaware.
3479	Emmarene T. Lewis	"
3480	Esther A. Meredith	"
3481	Hannah A. Sears	"
3482	J. C. Barclay	Clearfield.
3483	A. M. Buzzard	"
3484	Thomas Egan	"
3485	Rose Butler	"
3486	S. E. Hayes	"
3487	Effie Butler	"
3488	Rebe B. Lewis	Delaware.
3489	Mary E. Murtagh	"
3490	Sallie J. McDermott	"
3491	J. A. Murray	Clearfield.
3492	Minnie Dipper	Schuylkill.
3493	J. Arthur Jones	"
3494	Nora A. Joyce	"
3495	T. C. O'Connor	"
3496	Michael Ryan	"
3497	Ira S. Wolcott	Dauphin.
3498	B. F. Book	Lancaster.
3499	Wm. Wallace Busser	"
3500	W. H. Buller	"
3501	D. B. LeFevre	"
3502	Wm. S. Hinkle	"
3503	D. B. Kraatz	"
3504	H. Carrie Morton	"
3505	R. R. Pleam	"
3506	John H. Shenck	"
3507	John J. Yeager, Jr.	"
3508	John H. Davey	Wayne.
3509	Annabella Henderson	"
3510	Nora A. Wood	"
3511	Sallie A. Miller	York.
3512	Phares Buckwalter	Lancaster.
3513	D. S. Hankins	"
3514	John B. Senger	"
3515	Ruth Ada Simmons	"
3516	P. B. Oswald	Lehigh.
3517	Emma S. Brimmer	Lancaster.
3518	Annie C. Brubaker	"
3519	Mary A. Harvey	"
3520	J. B. Hipple	"
3521	John A. Mouk	"
3522	H. C. Stauffer	"
3523	C. M. Thomas	"
3524	H. L. Villee	"
3525	Laura E. Busse	Lehigh.
3526	John E. Krumm	Montour.
3527	Gottlieb Holtzapfel	Northumber'd
3528	James E. Keylor	Lancaster.
3529	J. George Kerschner	Lehigh.
3530	Mary I. Ritter	Luzerne.
3531	Sallie J. Trainer	Lancaster.
3532	M. Lizzie Baum	Lancaster.
3533	Lizzie Carpenter	"
3534	Kate Clifton	"
3535	Lola Zug	"
3536	W. N. Byers	Armstrong.
3537	A. J. Waychoff	Greene.
3538	C. H. Rhoads	Lehigh.
3539	Elmer L. Church	Warren.
3540	Thos. W. Arird	"
3541	Ella M. Summer	"
3542	S. O. Goho	Lebanon.
3543	Ida M. Connelly	Alleg'y, P'b'g.
3544	Elizabeth K. Finney	" "
3545	Jean G. Haugh	" "
3546	Emma Lupton	" "
3547	Martha H. McMaster	" "
3548	Sol. F. Rupp	Lehigh.
3549	Henry F. Rupp	"
3550	Evelyn Arbogast	Allegheny.
3551	Jacob Strayer	Cumberland.
3552	W. H. McCrea	"
3553	P. C. Coble	"
3554	Linda Fralich	Lancaster.
3555	Ellsworth E. Lonabaugh	Allegheny.
3556	Mary J. Douglas	"
3557	Peter J. Gough	Luzerne.
3558	E. Josie Hazeltine	"
3559	George W. James	"
3560	Lillie M. Bast	Northampton.
3561	Robert S. Clewell	"
3562	C. E. Eichlin	"
3563	Sallie C. Hawk	"
3564	Llew. J. Heller	"
3565	Asher J. Jacoby	"
3566	Amanda E. Keim (Mrs.)	"
3567	Emma C. Keim	"
3568	George H. Miller	"
3569	Geo. A. Scholl	"
3570	S. E. Shull	"
3571	Hattie C. Shirk	Lebanon.
3572	K. Grace Weaber	"
3573	Chas. A. Ziebach	"
3574	Ella J. Mower	"
3575	Jos. H. Harper	"
3576	Morris B. Gerberich	"
3577	Jos. M. Hoke	"
3578	Wm. H. Klein	"
3579	A. B. Landis	"
3580	Adam J. Riegel	"
3581	Harriet R. Gillespie	Luzerne.
3582	E. D. Gorman (Miss)	"
3583	M. F. Woolley (Miss)	"

BATTLE-HYMN OF THE REPUBLIC.

JULIA WARD HOWE.

Allegretto.

1. Mine eyes have seen the glo - ry of the com - ing of the Lord; He is
2. I have seen Him in the watch-fires of a hun - dred cir - cling camps; They have
3. I have read a fie - ry gos - pel, writ in bur - nished rows of steel; "As ye
4. He has sound-ed forth the trum - pet that shall nev - er call re - treat; He is
5. In the beau - ty of the lil - ies, Christ was born a - cross the sea, With a

tramp - ling out the vin - tage where the grapes of wrath are stored; He hath
build - ed Him an al - tar in the eve - ning dews and damps; I can
deal with my con - tem - ners, so with you my grace shall deal; Let the
sift - ing out the hearts of men be - fore his judg - ment seat; Oh, be
glo - ry in his bos - om that trans - fig - ures you and me; As He

loosed the fate - ful light-ning of His ter - ri - ble swift sword. His truth is marching on.
read His righteous sen - tence by the dim and flar - ing lamps. His day is marching on.
He - ro, born of wom - an, crush the ser - pent with his heel, Since God is marching on."
swift, my soul, to an - swer Him! be ju - bi - lant, my feet! Our God is marching on.
died to make men ho - ly, let us die to make men free, While God is marching on.

Chorus.

Glo - ry! glo - ry! Hal - le - lu - jah! Glo - ry! glo - ry! Hal - le - lu - jah!

Glo - ry! glo - ry! Hal - le - lu - jah! His truth is march - ing on.

THE
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PENNSYLVANIA STATE TEACHERS' ASSOCIATION.*

PROCEEDINGS OF TWENTY-NINTH SESSION.

THE Twenty-ninth session of the Pennsylvania State Teachers' Association was called to order at 10 a. m. on Tuesday, July 10, in the court house at Williamsport, by the President, Dr. N. C. SCHAEFFER, of Kutztown Normal School.

"Nearer, my God, to Thee," was sung, with Prof. W. B. HALL at the organ, assisted by Prof. FISKE on the cornet.

Rev. J. C. CLARKE, of Pine street M. E. Church offered prayer.

ADDRESSES OF WELCOME.

Supt. S. TRANSEAU, in behalf of the teachers of Williamsport, made the following address:

Mr. President, Ladies and Gentlemen of the State Teachers' Association: To me has been assigned the pleasant duty to welcome you to our city, and to our homes. We teachers and directors of Williamsport were more than pleased, we were delighted, when we learned that your Association at Pottsville selected this city for the first annual meeting during the third century of the founding of our beloved Commonwealth. Methinks, if William Penn, of thrice-blessed memory, could look in upon this assembly of teachers and friends of education, his sainted heart would swell with emotions akin to those which angels are said to feel over one sinner that repenteth. He would rejoice that his children, and his children's children even to the seventh and eighth generations, had kept in filial remembrance that grand and patriotic sentiment first proclaimed in his frame of government: "That which makes a good constitution must also keep it, namely, men of wisdom and virtue, qualities that, as they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth." Where, Mr. President, in all time past, can you find a founder of a state who laid down such a firm basis for the future prosperity and happiness of a great people?

As the years roll on, so may also that cause which you so ably and so nobly represent, go on advancing until light and knowledge, culture and morality, cover our favored land as the waters cover the great deep.

I need not describe to you the teacher's calling. I need not tell you that education is that power, or the source rather of that power, which makes a human being a man; that teaches a poor plough-boy to become a poet of immortal song; that takes a rail-splitter or a tow-path boy and carries him through various offices of public trust into the Presidential chair of fifty millions of free people. Education, sanctified by the truth, is that which gives value to all that is valuable, and ennobles all that is worthy the name of nobility.

Consider, fellow teachers, how the cause which we represent has grown. From violent opposition and open hostility on the part of a large minority of the Commonwealth fifty years ago the common school system has expanded until the morning bell chants its welcome matin to more than twenty-two thousand teachers, calling together nearly a million of pupils in the halls of learning.

To welcome into our midst those whose business and calling it is to direct the first conscious efforts of the human mind towards all that is grand, noble and good in society, state and church; to teach the rising generation the proper enjoyment of all the gifts a beneficent Provi-

* Reported by Mr. J. D. Pyott, Lancaster, Pa.

dence has placed within its reach, is to me a pleasure indeed.

We feel somewhat proud of our educational facilities. Besides sixty-eight public schools for the instruction of thirty-five hundred children, we have several private institutions of learning, one of which enjoys the patronage not only of this but also of other States.

Our teachers are faithful, intelligent and devoted to their calling. They have looked forward with pleasure to this meeting of the Association, and they have shown their interest in it by enrolling themselves as members. Our directors, though nearly all engaged in private business, are yet ever mindful of the duty and responsibility imposed upon them by the community.

Wishing you, Mr. President, and members of the Association, a pleasant and profitable meeting, permit me to extend to you all, on behalf of our directors and teachers, a kindly greeting and a cordial welcome.

County Supt. C. S. RIDDELL spoke, on behalf of the teachers of the county, as follows:

Mr. President, and Members of the Association: I have been chosen by our directors and teachers to extend to you the hand of fraternal fellowship, and bid you welcome to our midst. If, after enjoying the hospitality of this city, so eloquently extended to you by their superintendent, you still find time to wander to the beautiful country beyond, you will find our hearts and homes ever open to receive you. Our people fully appreciate the great work in which you are engaged, and wish you God-speed in your effort to carry the blessings of enlightenment to every family. May the time soon come when no child in this grand State of ours, but shall receive a bountiful education at her hands.

Although modesty may prevent many of our teachers from taking part in your deliberations yet no thought or hint dropped by this Association but will find lodgment in many a breast, and in time bring forth a rich harvest to benefit humanity.

I am glad to say that every pledge given for our teachers at your meeting at Pottsville has been more than fulfilled, and that whatever they could do that has not been done to insure a successful meeting, is no fault of theirs. If success is to be in proportion to the interest we as teachers feel in your meeting, the question is already settled.

Although circumstances have conspired to prevent much of our work from being exhibited, yet I assure you that our pupils who finish their education at higher institutions of learning, take no mean standing among their fellows, and in every contest have brought credit to their native county.

At two of our leading colleges, out of eleven possible prizes, seven were awarded to our boys, all of whom received their preparation at our county schools.

With the aid of the telescope, man has annihilated space, and has become as familiar with distant worlds as though they were so many objects upon his own. With the spectroscope, he has gone to the great centre of our system, and brought back to us knowledge never dreamed of by ancient philosophers. By the aid of mechanical appliances, he has gone deep into the interior of the earth, and has brought to light its treasures for the comfort and convenience of man, reading again the story of creation where it was rock-written countless ages before the inspired penman recorded it in the sacred pages of Genesis. The worlds above us, around us and beneath us we know, only the world within us is hidden and unknown. How many a wreck in the great sea of life might have been saved to the world if all men possessed the ability to turn in upon themselves, and discover their own capabilities. Some one has said, Life is a table full of diverse shaped holes—some round, some square, some triangular. Men are the pegs to fit these holes, for every hole a peg. Yet thrown promiscously upon the table, how many a round man gets into the square hole!

In every calling we see failure and defeat—round men in square holes—and all because they know not themselves. A rigid self-examination as teachers, as well as a careful study of the individual pupil under our care, may be the means of developing the faculties which, if left to themselves, will pass with their possessor to the great unknown, but, wisely developed, might give to the world another Newton. It is a question whether the course of study ordinarily pursued in our public schools, has not a tendency to destroy rather than develop faculties—which if properly cultured, might make a Milton or a Raphael. A Faraday would never have been given to the world, had he continued in the London schools, where the ferule too often cut short the meditations of the boy philosopher. His wonderful discoveries in physics and chemistry would never have been made, had not chance thrown him in the way of Sir Humphry Davy. How truthful was the reply of the old philosopher, who, when asked what was his greatest discovery, answered, "Mike Faraday."

While enthusiasm is one of the chief elements of success, yet there is always danger that the enthusiast will be carried to extremes. Do we not, in attempting to accomplish so much for our pupils, frustrate the very object we have in view, and instead of developing the faculties with which they have been endowed, simply give them a great mass of facts which will be found of little value in the great race for preferment. A few years ago the children in our public schools were confined to the simplest rudimentary branches. If a boy could read the Testament, write his own name legibly, and had ciphered through the rule of three, he was considered proficient, and was qualified to perform the ordinary duties of life. And yet, how many a man, even with this limited education, but with a mind far better disciplined than the seemingly more fortunate man of to-day, has made life an abundant success, and trod the path of fame and fortune.

From this simple curriculum of reading, writing and ciphering, the enthusiast has transformed the simple country school into an embryotic

college, so that almost any evening may be seen upon our streets, children laboring under a burden of books, the titles of which, to them, are almost unknown. A change is needed in our course of study, more practical work and mind discipline, more that is useful, and less that is simply ornamental. Let mind-culture and discipline be the main object, so that when our boys and girls leave the restraining influence of the school-room, they shall be thorough, capable, self-reliant, able to take their place among the men and women of the day.

Then welcome, thrice welcome! and may we continue to deliberate, until the ideal school shall be found at every cross road, and the the ideal teacher in every school.

The Board of Education and City Councils of Williamsport were represented by Mayor PARSONS, who spoke as follows:

Ladies and Gentlemen: I have been requested, not only by the Board of Education of this city, but also by its Select and Common Councils, to welcome you to Williamsport. I perform this duty with peculiar pleasure.

We all recognize in the members of this Association, those who from their position and opportunities exercise an influence that can hardly be over-estimated. To you is intrusted, in a great measure, the training of the youth of this Commonwealth. How nobly and how faithfully you and your predecessors have accomplished that duty, the whole history of the State attests.

These annual meetings prove that that which has been so well performed in the past, will, we hope, be excelled in the future. Therefore, for the good you have done and for the good you will do, I cordially welcome you to this city in the name of its authorities and in the name of all its citizens.

RESPONSE.

State Deputy HENRY HOUCK, chairman, responded on behalf of the Executive Committee:

The best answer to this warm welcome will be the successful carrying out of the programme of work prepared for this session. I never doubted the success of this meeting after Williamsport was selected as the place. As you know, my own first choice was Asbury Park, where we could have given the teachers from Pittsburg and west of the mountains a thorough washing—and what a grand sight that would have been!

We have tried to avoid crowding the programme. It is not well to take up all our time in solid work; we want to get acquainted with each other, and make the social feature of our assembly more prominent. This is needed to develop the enthusiasm and inspiration that are perhaps the chief benefit of these meetings. We have tried to make a satisfactory programme, but its success depends upon the members. Let us have lively discussion of all these live questions.

Mr. HOUCK read from the programme of the Williamsport session of 1871, noting the names of those who are present to-day, and making appropriate reference to others whose work is finished.

Some time was given to the enrollment of members, and to practicing several pieces of music selected for this occasion, and printed in pamphlet form, from the "Franklin Square Song Collection."

The President, DR. SCHAEFFER, then read the following Inaugural Address—subject,

TRAINING OF THE WILL.

Several years ago a clergyman of Springfield, Mass., addressed a circular to the one hundred most prominent men of that city, asking them how they had spent their boyhood, and whether they had been accustomed to engage in any kind of work when not at school. The replies of the eighty-eight who were kind enough to answer the circular, revealed the astonishing fact that only five had been rich men's sons, with nothing to do in their boyhood except go to school and amuse themselves, that the great majority of them had grown up on farms, where boys hardly know what it is to be idle, and that the rest had lived in small villages, or on the outskirts of cities, where they had plenty of work similar to that of the farmer's son. Many other facts, some perhaps equally striking, have been adduced in recent years to show the insufficiency of mere intellectual culture in fitting our pupils for the struggle of life. The most advanced educators are beginning to see very clearly that the intellect may be so trained as to enfeeble and enervate the will, and there is a growing dissatisfaction with our treatises on Psychology and Mental Culture, which devote nearly all their space to the nature and training of the intellectual faculties, reserving only a few pages at the end for the consideration of the Will. The limited time allotted to the Inaugural Address, will only permit us to glance at the importance and extent of the rich field which here remains to be explored and investigated.

Success in life evidently depends far more upon the will than upon the intellect. Scholarship must sometimes beg for bread, because it is crippled by a defective will. The man of fine intellect, who lacks will power, is like a locomotive without steam—helpless, even if upon the right track. Fill the locomotive with steam and it will pull a heavy train of cars. In like manner where a powerful will is joined to a well-trained intellect the results achieved astonish the world. Of course a strong will that lacks the guiding light of intelligence, may achieve nothing because its energies are misdirected and dissipated upon a multitude of trifles, just as steam, when not confined and directed into proper channels, wastes itself into thin air. Yet this fact says nothing against a proper education of the will; it only argues in favor of a harmonious development of all the powers of man. To secure this development for a large class of pupils, each differing from every other in tastes,

talents, and natural endowments, is the most difficult problem which confronts the educator. From the nature of the case, most of our school work takes the form of instruction. The lessons assigned require different degrees of effort on the part of those who prepare them, and the teacher's questions only measure the growth of the intellect from day to day. Nevertheless, a separate education of either intellect or will is manifestly impossible, because human nature is an organic unity, and only where it is active as a whole can there be normal growth and development. In every case the aim of will-culture should be the formation of character. But character is the result of three factors: One consisting of traits inherited from our ancestors; the second embracing the original elements of a person's nature, which makes him a new creation, fresh from the hand of God; the third comprising all the circumstances, surroundings, and associates that exert a moulding influence during the formative period. The first two factors furnish a basis upon which to build, as well as a limit beyond which the educator cannot go. For, if the pupil is born with a weak will, it would be folly to aim at producing a strong character like Luther or Gladstone. Indeed, there are boys whose intellectual capacity is equal to, or even above, the average, whose disposition is in every way amiable, and yet they have so little will power that they never resist a seductive temptation, or hold fast to any fixed principle of action. I had a case of that kind which I studied for years. The boy would study as long as he was under the immediate influence of my will; but, by reason of adverse circumstances, I never could beget habits of study. He did not have will power enough to persevere in any line of vicious conduct. I finally advised his father to send him to a special school for boys, under the care of a teacher noted for strength of will, in the hope that new influences and surroundings might invigorate his whole nature and give him new ideas of life.

This brings me to the most essential condition for solving the problem of will culture, viz: The moulding presence of a mind endowed with strong volitional power, as well as intellectual vigor. The best thing that can happen to a boy in his career at school is to be brought under the dominating influence of some teacher of towering intellect and indomitable will. The friendship of such a teacher is a boon that cannot be too highly prized. Listen to the words of a famous English scholar.

"Of all forms of friendship in youth," says Prof. David Masson, "by far the most effectual as a means of education is that species of enthusiastic veneration which young men of loyal and well-conditioned minds are apt to contract for men of intellective eminence in their own circles. The educating effect of such attachment is prodigious, and happy the youth who forms one. We all know the advice given to young men to think for themselves,—and there is sense and soundness in the advice,—but if I were to select what I consider perhaps the most fortunate thing that can befall a young man during the early period of life—the most fortunate, too, in the end for the formation of his intellectual independence—it would be his being voluntarily subjected, for a time, to some powerful intellectual tyranny."

The gain for the young mind from such intercourse is quite as great on the ethical as on the intellectual side. The daily contact of soul with soul stimulates the immature mind to renewed effort, and when the day of emancipation comes, as it always must come, the young man is himself surprised at the amount of will power which he is capable of exerting over against the obstacles in his pathway. Indeed, the arrival among a class of boys of a teacher such as I have described, is like the advent of a great leader among demoralized soldiers. When Joan of Arc placed herself at the head of the troops that had been routed in battle after battle, boundless enthusiasm soon filled every bosom; and no sooner was this translated into action than victory perched herself anew upon the banners of France. Give to a class, even if somewhat discouraged, a teacher who is master of his subject; whose will does not shrink from difficulties; whose strong emotional nature gives force to all he says and does, and you will soon see a spirit of work—an exhibition of effort that must result in moral victory as well as intellectual strength.

Undoubtedly it is a fortunate thing for our boys and girls that in imparting the instruction which leads to a healthy growth of the intellectual faculties, the teacher generally also stimulates the will in the direction of proper development. Like a true artist, while he aims at the production of one thing, he accomplishes, at the same time, a multitude of others. What is thus done unconsciously were better lifted to the plane of consciousness, and examined in the clear light of intelligence. For it does happen that intellect and will are sometimes trained one at the expense of the other. To oblige a student to hunt an hour in his lexicon for some irregular form of the Greek verb, is certainly training his will at the expense of his intellect. The mistake, however, usually lies on the other side, especially in our systems of oral instruction.

Some years ago in one of the Model Schools of this State oral teaching was introduced almost to the exclusion of text-books. Pupils, parents and teachers were delighted with the result. After a time the promotions lifted the pupils taught in this way into classes of the Normal Department. At first they seemed by far the brightest in the class, they were so quick in catching the point of every explanation. But after the lapse of some weeks reports came that this boy and that girl were not keeping up with the class, and the fact that they had been Model School pupils caused no little surprise. On close investigation it was found that the system of oral instruction had developed the perceptive powers but not the power of independent preparation of lessons; that the plodding boys from the Ungraded County Schools were taking the lead by reason of the superior will power which they had developed. No less a man than Erdman may be quoted as

authority for the assertion that when instruction is made interesting for the purpose of saving a pupil the necessity of application to his books, it results in a kind of intellectual weakness which prevents concentration upon subjects that are not attractive. Mistakes of this sort could hardly occur if the training of the will were studied as carefully as methods of cultivating the intellectual faculties.

Let us take a bird's eye view of the process by which the will attains maturity. There are successive stages of development as clearly defined as the boundary line between memory and the imagination. In the first or lowest stage the aim is personal happiness. In the second the will acts under the influence of some ethical idea commonly finding expression in maxims like the command, "Thou shalt not steal," or in some fixed occupation like a trade or farm-work. In the third the will comes under the inspiration of the good, and acts from motives grounded in the law of right. Let me explain a little more fully. The human will in its process of development starts on a natural basis. On the one hand a want is felt and on the other an impulse towards the satisfaction of that want. This impulse, which is called "Trieb" by the Germans, "appetence" by Dr. McCosh and "appetency" by Dr. Nevin, precedes desire and action as well as volition. It may lead to automatic movements like breathing or swallowing; it may give rise to instinctive actions like those in which the child resembles the lower orders of creation, but in course of time it will assume the form of intelligent or conscious purpose looking towards the gratification of felt wants, and then the will begins to show itself in the form of clear definite volitions and actions. The strength of the will depends largely upon the strength of those impulses or appetencies, and their strength in turn depends upon the health, the temperament, the organization (physical and psychical) of the individual. If by careful diet, exercise or otherwise, we invigorate these, we thereby furnish capital that will in after years bear compound interest in the form of strong will power. The will of the child soon reaches a higher stage in its development. The very longing for happiness leads it to imposed restrictions upon itself. It feels happy if it can secure the approbation of those with whom it associates. If we show our displeasure at something it has done, the little philosopher soon practices self-denial in certain directions for the purpose of regaining and retaining our good will. The second stage is now reached in which the will comes under the influence of one or more ethical ideas. The children that come to school have generally reached this second stage; they practice certain virtues, as punctuality, honesty and the like; they impose upon themselves certain forms of self-restraint in keeping quiet, in abstaining from play, etc. There are full-grown men that have not advanced beyond this stage. They follow some regular occupation just as the boy does in going to school, and they practice certain forms of virtue—say honesty, so that you could entrust to them your pocket book with perfect safety, but they break the Sabbath, use God's name in vain, and are guilty of a multitude of other transgressions. Occasionally you find schools in which not a boy would dare to be caught in telling a lie, and yet the moral tone of the institution is low, there being vices which like canker-worms eat out the very vitals of the moral life of the institution. The teacher can not feel satisfied until he has lifted the pupil to the third stage, in which the will is brought under the inspiration of the good, and right becomes the law of life. And upon this highest platform we may again detect different degrees of development. The law of right may brandish the avenging rod of conscience and drive the individual into paths of rectitude. The idea of duty thus operating alone, may reduce him to the subservience of a slave, which is evidence enough that he has not reached the high stature of human freedom. This kind of slavery is apt to be followed by a struggle in which the lower nature seeks to assert itself over against the higher, and if the latter conquers, the person is apt to be elated with the feeling of victory. Whenever you hear a man boast of sacrifices he has made in his devotion to duty, you can rest assured he has not yet reached that lofty elevation in will-culture upon which the person does the right spontaneously and without effort, and never dreams of having made a sacrifice in the performance of the hardest duties.

Of course, the development from the first stage may move in the opposite direction. If the appetencies are gratified beyond the requirements of self-preservation or the well-being of the child, they soon grow into uncontrollable desires and passions, and the individual sinks deeper and deeper into the abyss of selfishness. He may deny himself for the sake of some ambition, or vice, or wicked end which his soul cherishes, but unless he is lifted up by the grace of God, he will ultimately land in a state bordering on that of Mephistopheles in Goethe's Faust, a character who found pleasure in human suffering and whose will was constantly under the inspiration of the principle of evil; yea, he will at last become like Milton's Satan, who exclaimed, "Evil, be thou my good." I imagine that college boys who find pleasure in hazing innocent Freshmen, have very nearly reached this loathsome stage of moral degradation, the lowest which the will can reach in its downward career.

Since these two possibilities are open to every person, the one the perfect liberty of moral rectitude, the other the degradation of sinful selfishness, the question arises: What means can the teacher employ in the training of the will so as to guide its development in the proper direction? The correct investigation of the nature of the will reveals the fact that it is the source and cause of its own volitions, in other words, that it is a primitive source of action. Do what we may, the close of every session leaves us to lament over some pupils that disappointed our expectations, to mourn over some material that has gone to waste. What are the helps which God has placed within our reach to aid us in solving the problem of will-culture—a problem stupenduous enough to make an angel tremble?

Until these are investigated and applied, we have no right to remain satisfied with our daily work.

The teacher should begin the training of the will by requiring implicit obedience. It is a mistake to buy obedience by gifts and rewards, or to try, at least at the outstart, to secure it by argumentation and appeals to conscience, The boy who refrains from whispering for the sake of a stick of candy, is only making a bargain; his obedience is only a species of barter. You may appeal to his conscience for the sake of the development of that faculty; but the conscience of a boy when he first gets to school, is as weak as any of his other mental powers, and a stronger force is needed to keep him in the right path. Moreover there are many things at school which are only relatively right or wrong; as such they are not matters of conscience. Whether a boy shall sit here or there, is not at all a question of conscience; it is made right or wrong by the command of the teacher who cannot be expected to stop every time and give the reason *why*, when he issues his orders. It should likewise be borne in mind that a boy in obeying his conscience is not obeying his teacher, although he may sometimes do both in one act and at one time. Even if the requirements of the school are sometimes seemingly harsh and severe, the pupil is better off for complying with them. Obedience in such cases will only strengthen the will for the acts of self-denial required in subsequent life. Of course, the teacher must be careful not to run counter to the moral sentiment of the pupils; otherwise he undermines his authority, renders implicit obedience unnecessarily difficult, und thus he may defeat the very purpose to be aimed at in training the will.

Implicit obedience will soon lead to the formation of habits, and this is a fundamental element in the conception of training. The fire company trains its horses by leading them from the stall to the engine again and again until these go through the motion of their own accord. Dr. Hart says: "A child may by reason be taught the importance of punctuality in coming to school; but he is trained to the habit of punctuality only by actually coming to school in good time, day after day. * * * By doing a thing often he acquires a facility, an inclination, a tendency, a habit of doing it." Any kind of routine work, if not too long continued and if at some time it engages the activity of the intellect, is of incalculable value in training the will. It was in this respect that the farmers' sons spoken of in the introduction had the advantage of the city boys. While the latter outside of the school were enjoying themselves and thus moving on the lowest stage of will-culture, the former were doing some regular work and hence developing a higher form of will-power. For many a boy a few days at plowing with no new impressions from without to exhilarate the mind, would be worth more than a session of schooling. Many a rich man might learn a lesson from the Crown Prince of Germany who requires every one of his children to learn a trade as part of their education.

It will help a boy very much in forming habits of unflinching perseverance if he is brought under the magic influence of example. It is said that if the Alpine hunter while walking over giddy heights, accidentally loosens a stone and starts it rolling, he will not look after it for fear of losing his balance and of being imperceptibly drawn after its downward course. If such is the influence of a dead thing, what may we not expect from the example of a living human being? When the tired and discouraged soldiers of Alexander the Great found their march through Persia blocked with ice and snow, they would go no further. He, perceiving it, dismounted from his horse and made his way through the ice in the midst of them with a pickaxe; soon they were all ashamed, his friends the captains of the army, and lastly the common soldiers followed his example. The same kind of influence is seen in every army, in every school, in every hamlet. At the close of every session of the legislature, the same scenes are enacted in the way of throwing paper balls and the like; the traditions of the past are more powerful than the criticisms of the press and the public. This explains why certain forms of mischief and lawlessness live for generations in some institutions and are never heard of in others of the same grade. At Leipsic the students light their pipes and fill the rooms with smoke during the fifteen minutes which intervene between successive lectures; at Berlin you do not catch a whiff of tobacco smoke either in the buildings or on the grounds of the University. The power of example may work for good as well as for evil. If the oldest son turns out well, half the victory is won in training the rest. "As the teacher, so the school," "Like priest, like people," "If you would have a boy walk in the narrow path, the best thing you can is to travel that way yourself sometimes," "There is a great deal of the school-boy in the monkey, or of the monkey in the school-boy,"—these are but a few of the many popular proverbs upon the innate tendency of human beings to follow the example of others. You may have heard it said that one fool makes ten. With equal truth may it be said that one wise man makes a hundred, and that one good act calls forth a thousand others like it.

The ancient Romans were accustomed to place the busts of their distinguished ancestors in the vestibules of their homes so that the noble deeds of these might not be forgotten, and that the recollection of their distinguished virtues might lead to the imitation of the same by the living members of the family. Here undoubtedly the imagination came into play. In hearing and in reading of the illustrious achievements of others the young are led to form loftier ideals of goodness, of virtue, of greatness. Such ideals hover before the mind like guardian angels, beckoning us onward to greater exertions, guarding us in the hour of trial or temptation, and shaping our career after the pattern of those whom we admire. In this way a teacher's life is often idealized by his pupils and he gains unbounded influence over their lives. If the ideals of him which they thus cherish are not rudely

broken by misconduct on his part, he will continue to live in their hearts and in their actions even if his name is never heard of in story or song. Novels also, if they are of the proper kind, will help to purify and chasten the ideals of youth. As a rule, however, the reading of novels tends to weaken the will. The incidents depicted work upon the feelings and the emotions, and if these are often aroused and then allowed to subside without being translated into volition and action, the effect is to sap the sources of energy from which the will must draw its supplies in the accomplishment of great undertakings. Far more benefit in this respect is derived from studying the lives of men whom history dignifies with the title of great. The lives of Leo, and Gregory, and Charles, and Frederick, will convince the youth that men are great in a degree and to the extent in which they live—not for self, but for others. Four hundred years have elapsed since the birth of him who was undoubtedly the greatest man of the sixteenth century. By his side there labored a man of the most splendid talents; a man who could converse in eleven different languages; who lectured on every department of knowledge that was cultivated at that time, and whom posterity has honored by the title of Preceptor of Germany; but the glory of Melanchthon pales alongside of Luther, whose powers of will far surpassed those of his intellect, although his intellect towered on high with all the attributes of genius, and enabled him to give his people a literary language in addition to the changes he wrought in their social, civil, and religious condition. When we compare the lives of two such men, we begin to realize the force of Schopenhauer's assertion, that man is two-thirds will and one-third intellect; and to recognize the importance of paying not less attention than we have done in the past to the culture of the intellect, but more attention to the training and education of the will, so that it shall attain unto the highest virtue and strength. What philosophy seems only to have discovered in comparatively recent years, was exemplified more than eighteen centuries ago by the Great Teacher, in whose teachings the will and not the intellect occupies the position of central significance.

Lack of time prevents me from arraying before you the multitude of other forces which the teacher can call to his aid for the purposes of will-culture. Allow me, however, one caution by way of conclusion. In constructing our theories on the education of the will, we must beware of the error of Kant. Dr. Rauch used to make the charge, that when the great philosopher of Königsburg had completed his system of thought, he found the Deity was wanting in it, and to supply the defect he brought in God by the back door! If we commit the same mistake, our theories as well as our practice, must issue in failure. For there is, after all, no stronger spur to action than the sense of personal responsibility, no surer way of strengthening and invigorating a finite will than by bringing it into right relation to the Absolute Will. Study for instance the transformation of a Saul into Paul; watch him suffering from bodily infirmities, earning his living by tent-making, exposing himself to perils by land and by sea, enduring chains, stripes and imprisonment, yet all the time employing his splendid gifts of thought and speech for the spiritual welfare of his fellow men, and finally offering up his life in the cause which he had espoused, and you will gain some idea of the power and strength of will which a weak mortal may derive from his God.

Miss Mary J. Carr, of Shamokin, read the following tribute to the memory of Miss G. B. Robertson, of West Pittston, a member of the Association recently deceased:

IN MEMORIAM.

Macaulay says: A people which takes no pride in the noble achievements of remote ancestors will never achieve anything worthy to be remembered by remote descendants. Is it not equally true of a profession?

At Pittston, in the lovely vale of Wyoming, March 30, 1883, Miss Georgia B. Robertson, a loyal, devoted teacher, who had labored long and faithfully in our "common cause," entered into rest. Trusting in that Saviour on whose Almighty arm she had never ceased to lean, she fell asleep.

And thus by another gifted, brave, true-hearted, is the conjugation of the "life-verb" finished. That life-verb, the saddest of all whose moods and tenses is written "it might have been." She's gone home to receive her diploma from the Master's own hand —in the Upper Land—the better country, even the tearless city of our God. All too quickly, we think, did she learn the "life-verb." We know not how to spare her ready help and cheerful words while we, in our school term of this life, work out the lessons that sometimes seem so grievous; learn slowly, little by little, that all is right, but that *why*—why so often wrong is triumphant—why there must be pain and suffering—we cannot know until we, too, go where all is light.

The summer, through these pleasant halls, is breathing fragrant lessons of the growing year. With these fragrant lessons, although there is an unutterable sadness in the thought that one who loved to attend such meetings as this, whose heart was in the work, is to-day hid beneath the sod with "pale hands crossed in rest," we under-teachers in the great school of the world, may do well to heed the one which her beautiful example taught—for her own fresh, rich human life was the best of lessons in cheerful self-denying toil, in kindness and sympathy. It was a life measured by work well done, good thoughts well thought, filled with cadences resulting from life and work attuned.

As the thoughts turn backward to days departed, with their pleasant, mingled hours of joy and sadness—those "bright golden threads in memory's warp," of which death holds the ends, those hours when her loving care and kindness made one almost forget one's "weary weight o'care," we can but feel that life *has* something more than hard hearts, cold and selfish—something more than selfish schemings.

Sunny as was her spirit, always shadows lay all along her pathway. Perhaps it is well that it was so, for as frost pictures are most beautiful and exquisite when the sun shines least upon them, so in real life. Shadows bring out traits of character that would never show themselves if we dwelt constantly in the sunshine. How many of the brave, unselfish

traits of character and acts of her beautiful life we owe to these same shadows, He alone can tell. Her own sorrows she never told. At a time when a great trouble first came to her, "Go away," she cried, "and let me fight it out alone to-night; and you'll never hear of it again." And we never did.

If we are benefited and inspired by reading of the hardships and difficulties encountered by such men as Profs. Allen and Shoemaker in their fields of labor, is it not also an encouragement to hear of success wrought out by an intense devotion, and an unwearied interest, in the ranks of the primary school teachers? As has been so well said here on a similar occasion, "The grit of an earnest teacher—the experiences of a tried and successful educator—are excellent themes for serious meditation."

The subject of this paper inspired the strongest attachments among her friends—she was so finely sympathetic, and so true. She became very dear to them. To one privileged to know her intimately, to write impartially of her work and worth is a difficult task. Yet we think her work as a teacher so characteristic, and so faithful, that it deserves a tribute of praise. Though probably not generally known to the large body of teachers here assembled, yet deemed justly worthy by the few who had the happiness of her acquaintance and her friendship. For some time she was a member of this Association, but of late the necessity for almost absolute rest, as found in the mountains, or at sea-shore, during vacation, often prevented her from attending its meetings.

A thin, delicate-looking child of nervous temperament, she spent the years of her childhood at Pittston, to which place her widowed mother brought her two little girls when they were very young. When only fourteen she assisted her mother, who was a teacher, for a year in her school. After attending the Presbyterian Institute, at Wyoming, for two years, at the age of seventeen, she began to teach in the public schools of Pittston. Her sister's absence and invalid relatives in the household gave her a great deal of care, but that she always had, for her nature was so sympathetic, that she always carried the burdens of those around her. Her vivacity made her the life of the home circle, and her unselfishness made her its reliance. During the next years of her work, studying at Wilkesbarre, and at Dr. Ralston's Seminary, teaching and home duties, her health failed several times, and she was obliged to be under a physician's care; but her indomitable will triumphed over physical weakness, and as soon as able she hastened back to her work with joy. She always chose to teach the younger children, and her ready sympathy made her very acceptable to both pupils and patrons.

Her ardent nature was highly roused by the hardships of the soldiers at the time of the Rebellion, and perfectly unselfish, eager to relieve, disregarding storm or sunshine, day or night, food and rest, she worked as if she knew not the meaning of weariness. Such taxation will break down almost any constitution, and hers, never strong, yielded at last. She became very feeble, and though she would not abate her work—it was not in her nature to do that—she was scarcely able to get to the school. Many incidents might be related which would show her wonderful self-control and unselfish endurance. During all of one long night of pain, so intense that she could scarcely breathe, sitting up in bed, and thinking she must die before morning, she would not waken her sister sleeping beside her. For fifteen years not able to lie down, she slept, if at all, sitting in bed. So seldom did she allude to this, that her friends *almost* forgot the fact, until her last sickness made it painfully apparent. Blessed with a wonderful recuperative power, a little rest kept her seeming bright, and her heroic spirit refused to let be known the weakness that would not yield. Not all the heroes are in the battle-field.

In 1870, she taught in Plymouth Graded School, and then for two or three years in Pittston borough. Indefatigable in her efforts to do good—picking up, as John Newton said, "all the grains she could out of the heap of human misery, and putting them into the heap of human happiness"—from the poor, laboring people of that place, all the years since, she had many proofs of their affection for her, not only as a faithful and competent teacher, but as a friend. As an instance, to the child of a drunkard, obliged to leave his classes to work for his family, she would give private instruction, and almost to the end of her life, (though years had passed), some poor boys who had only their evenings came to her once every week, and she helped them without charge or appearance of weariness. Her name is a cherished word to many homes among the poor. Her sympathies always went out toward such, and when she had strength to visit only one, she chose the home of the poor and suffering, rather than the ease and entertainment urged upon her by her richer friends.

The next six years, the last of her public school teaching, were in West Pittston Graded School. Here she will long be remembered as a wonderfully energetic and efficient teacher. Here she was so over-taxed, and so efficient, that she acquired bronchitis, the disease that finally took her from us. Here, in a room with 140 little children, she did the most wonderful work. She controlled every individual—was in sympathy with each one, and attached to each one. She governed largely by her ability to keep every one interested and busy. She would have a class of 40 before her reading, every one attentive and critical, while at the same time 40 others were writing their lessons on the blackboards around the room, and another large class working on slates at their desks, and she saw instantly if one lost interest or was idle, and with a word would call back his interest, and bend his wandering thoughts to her will.

I heard one of her associate teachers say, "There is but one Miss Georgie; there never was but one; there never can be another." In her capacity for work, in the wonderful amount her feeble frame accomplished, her executive ability, her devotion to work, and her individuality, which would never let her do any of it in dull monotonous routine, she was certainly very remarkable.

Never a servile copyist of those eminent in the ranks, her individuality gave color to all her work. From others she gleaned help and knowledge of both matter and method, but when she used the knowledge thus gained, it was her own individuality that shaped it, and adapted it to use in the school-room, so that it seemed entirely original with her. In an essay she said, "Methods, like people, must be acclimated. *Adopt* and *adapt*, and you will be profited."

Her school-room was a museum of objects used for illustration, amusement, and instruction. The progress of her pupils, not only in the prescribed branches, but in the realms of Natural History and science, was rapid and extensive. To have it so without burdening little brains, required that she should study much, and impart the knowledge pleasantly and simply. This she did, and much more. Hers was the sunny teaching of which we read. She used to say, "Make as level a highway as may be for the little ones to travel in. Why not border it with bits

of beauty and brightness?" With Dickens, her golden rule was conscientious work; no slackness, no inertness, no shirking, no dishonesty, no sleeping or even dozing at her post. With Dickens, she too could say to a friend. "Whatever I have tried to do in my life, I have tried to do well, and with all my heart, and to whatever I have devoted myself, I have devoted myself completely. I never put my hand to anything on which I cannot throw my whole self." "I do not believe," she says, "there ever was a successful teacher in the world who had not worked, and thought, and studied, and experimented, and invented ways and means of controlling his pupils."

With her tact and skill, and her faithful work, came those wonderful results of her self-devotion. She spent liberally of her earnings to buy books and materials on the Kindergarten method, and went one winter to Oswego, as the schools there had great reputation in developing the ideas of Pestalozzi.

She advocated the great necessity of a special mixed grade in every town, to give more general and extended instruction to such as cannot remain many years in school before they must go to work. Among the boys of a mining population, many, at ten or twelve years of age, must leave school to work in the breakers, and the limited knowledge they have acquired in the primary grades is all they will ever get. She felt that they should not be kept at work to master thoroughly all the lessons of the grades, but they should be put into a mixed grade, where they might get enough of the reading, writing, and the fundamental rules of arithmetic, to be able to study by themselver, if so disposed, in after years. Notwithstanding her frail health, she made a brilliant mark in her profession. She loved it with devotion.

She was often urged by prominent educators to take Institute work. They said the field of primary instruction greatly needed just such work as she knew so well how to exemplify and illustrate. A Superintendent wrote her that he thought her called to this work, as much as a minister ever is called to preach. Although she never accepted these invitations, she read several valuable papers on Primary Teaching at the institutes in Luzerne county.

Says one of her friends—"Her life was characterized not only by a spirit of self sacrifice and obedience to the principles of duty, but eminently by an individuality which marked every thing she did. Her early years of feebleness, and her later ones of discipline, seemed to have opened to her a keener perception of the real worth of objects and opinions, and her judgments were formed accordingly with sometimes startling independence of the usual formulated ways of thinking and acting. Her extreme unworldliness made her judge of people and things with a quickness that sometimes seemed almost asperity. Of quick penetration and good sense, her friends learned intuitively to respect her opinions even when it seemed impossible to justify them by ordinary logic. The discernment of substance from shadow, of real lustre from glamour, of truth and right from falsehood and wrong, seemed intuitive with our departed friend. From early childhood, she refused to yield her convictions of right to the dictates of custom or fashion. Only when these harmonized with her ideas of sound reason and good sense would she conform to them. She had the moral courage to be called peculiar, and had always the spirit which could, if necessary, endure opposition or persecution rather than violate her instincts of right."

None knew Miss Robertson but felt impressed with this, stimulated to new thoughts, refreshed by her vivacity, and knew that there was in her mind a depth of something which long acquaintance would not exhaust. Add to this original bent of mind, generous culture of reading and study, with high social qualifications, and it seems as if she were eminently fitted for much and varied work.

Says another friend, a man of great literary ability: "She was extraordinary by being her own native self. It would be but the climax of tautologies to say that she was born into this world of ours a *person*, were it not said to emphasize the further fact that this individual life, thus brought into a related existence, was exceptionally preserved from the danger, which all living human beings are in, of being lost in the mass of which we form so insignificant a part. Even what a cold and critical analysis of character might have determined to be exaggeration or extravagance, was in her, as it seems to me, only, or at least largely, but the unconscious assertion of a strong nature of its innate right to be itself. And this naturally brings before us what, it looks to me, is the use all ought to make of this strong, gifted individual life which, as one of us, was among us, and now is not. The instruction it gives is in the concrete form, and clothed. The great teaching of a life like hers, so remarkably individual, original, unconventional, and withal so real, so far as any record of it has any lessons for those remaining, is, that to do most *for* others, and to be most *to* them, we must be most ourselves in the broadest sense—preserve our individuality—keep in pure, natural activity our whole being—thus triumphing over limitations, and making our weakness our helper. She did what she did, and in the way she did it, because she was just what she was, and she was just what she was, because she was herself always. She was a striking example of one who preserved a marked individualism and personality, who saw with her own eyes, heard with her own ears, lived her own inner life, only to be more thoroughly helpful and useful to those around her, by what she was in and of herself."

There is a deep sense in which it is true that the best way for us to help others is to help ourselves, and the best way for us to strengthen others is to strengthen ourselves. For it is an unvarying and an unalterable law of our being that virtue goes forth from every roundly developed human nature, healing and blessing all who come within range of its action. Of this law and its operation, she whom we commemorate was an illustration better than most. Her life was of the unique type it was, because the essentially royal spirit in human nature always asserted itself in her, refusing to be overthrown or overwhelmed by things external to herself, using all things as she could to minister to her own life, which in its turn gave as ungrudgingly as do the stars and flowers their light and their perfume to whomsoever could and would receive.

I am well aware that this imperfect record fails to give, in any adequate degree, the source of the peculiar qualities of those outward manifestations of soul which, taken together, we call the life of a person. "I have neither wit, nor words, nor worth, nor utterance, nor power of speech," to treat the subject well, and I am reminded of the lines,

My kind friends, you will never know,
The secrets of that breast.
You seize in one thing only,
By forgetting all the rest.
If your eyes were wider open,
You would not criticise,
But look, and love, and wonder.
* * * * * * *
So the angels and the wise.

Delighting in humor, without its edge of malice, and always cheerful, she was very ready at apt, original and characteristic replies. Our intimate acquaintance began at one of the county institutes at Wilkesbarre. Some time previous I had been at her mother's house to visit her sister, whom I had met in the West. At this meeting, a bright little lady came to me saying, "And you have eaten of my salt, and yet you won't speak to me?" For the friendship thus claimed I have ever since been very grateful. Often and often it has been a beacon light in hours of darkness.

Her letters abounded in bright little witticisms original and ever ready, helping to keep her correspondent's thoughts, as well as those around her, in a channel of cheerfulness. Telling of a visit to her school, she wrote—"Mr. A. and his friend came to spy out the land yesterday. It was Good Friday, and they had no school in their town, so they came to see the size of *our* grapes."

With all her pleasantry, there was always a "deep undercurrent of sober thoughtfulness." She begins a letter to the bereaved mother of one of her pupils in this graceful way,

"'They shall all bloom in fields of light,
Transplanted by my care,'

has woven itself in and out among the threads of my day's work, until it seemed impossible to remain in the school-room."

Aside from her teaching, she made herself a centre, a bright star, around which revolved many social pleasures. She had a quick wit, and keen sense of enjoyment—a strong social nature, entering instinctively into the feelings of others, and a lively desire to cheer them, and relieve them from difficulty. She was greatly interested in a number of young people—invited them often to her house, presided over their reading circles, and incited them to the study of general literature. To give some of these young friends pleasure, she made her last effort to go out from home, and in consequence shortened her life. This was early last autumn. From that time until the end came, she steadily failed. The best of medical skill, loving care of friends—all were of no avail. Her thoughtfulness and care for others, even to the last, were most beautiful and touching. "Though life was sweet to her, death was without terrors."

Of her patience, resignation and self-forgetfulness, during those last weeks and months, I cannot tell you. They were simply a marvel to all who saw her. The wound is too recent, and there is such a flood of tender, regretful memories that come sweeping over me as I think of that "saddest and sacredest hour"—the parting hour—so calm and so peaceful, of the thoughtful, still self-forgetful words to her sister just before, in the mirror of the magic river

"The skipping skiff of silver,
Touched the gold of dying sunset,"

and she fell asleep, and we knew the farewell was said forever, until the meeting beyond the river. Only a gifted pen could tell this story aright.

Her work is finished, "ambitious no doubt in its commencement, but grand in its closing," a mission fully accomplished, a duty performed. She has gone, and we have only sweet remembrances. Yet methinks her praise is mingled in the breezes that sigh over her grave, as they softly seem to repeat her life-motto,

"She hath done what she could."

Supt. McNEAL: In obedience to the request of the Executive Committee, I add a word in memory of my departed co-laborer. I knew her for twelve years, during two of which we were intimately associated, and I can endorse all that has been said in the paper. Miss Robertson was in many respects a lady of rare talent and attainments. If it be true of any teacher that she teaches for love alone, it was true of her. Not compelled to labor, she despised idleness, and while her strength lasted, hand and brain were always busy. She was an excellent disciplinarian—her pupils were always orderly, yet she controlled them with comparative ease. You have heard of her skill as an instructor; but moral training was her strong point—given not didactically, but as occasion offered, she always carried the sympathies of the school in favor of the right. Her extraordinary success was due to her love of the work to which she clung until she was no longer able, and her faith in the possibilities for good even in the worst pupils—for she had the rare faculty of inspiring these with self-respect. She has passed to her reward, but she still lives in the the influence of a life spent in serving others. Let us emulate her zeal and earnestness in every good work, that we may win the crown she wears to-day.

The following committee was appointed to audit the Treasurer's account: Prof. D. J. Waller, Superintendents Wm. Moyer and Jos. Werner.

Adjourned to 8 p. m.

TUESDAY EVENING.

BEFORE the hour of opening, the Academy of Music was crowded. After music by the Repass Orchestra, the session was opened by the reading of a telegram from Rev. J. H. VINCENT, D. D., containing the greetings of Chautauqua to the teachers of the Keystone State, and extending a hearty invitation to hold their next session at that place.

CONSTITUTIONAL AMENDMENT.

Dept. State Supt. STEWART gave notice that he would offer at this session an amendment to the Constitution, restricting the meetings to points within the State.

Miss McBURNEY, of New Castle, read a selection—"How the Storm Comes."

Miss BELLE McCLINTOCK sang "Tell Me, My Heart," and "Comin' thro' the Rye."

JAMES MACALISTER, Esq., the recently elected Superintendent of schools for Philadelphia, delivered an address the substance of which we give as follows:

MR. MACALISTER'S ADDRESS.

In one instance the comity of States is fully observed—from Maine to California schoolmasters are brothers—always welcome to each other; hence it is a pleasure to meet you here. Your great school system is familiar to all educators, who have been glad to copy it. Philadelphia should take more interest in these assemblages; it needs the coöperation of the teachers of the State. Knowing, by experience, the value of such gatherings, he hoped hereafter to be always ready as willing to do whatever should be required from that city. His two months' introductory experience in his new work was not good preparation for an address at this time, but such an audience always suggests thoughts that will bear repetition.

In the growing importance of public education, teachers sometimes fail to realize the place that public schools are assuming in the State. East and West, people are realizing that it has become a great social institution, whose business is to elevate, moralize, instruct society—to educate the children of all classes and all nations, for citizenship of a great State. We must realize this in considering the great problems now pressing for solution. We claim to be the best educated of all peoples, and we ought to be if we are to preserve our institutions; but we have reached a stage when millions of our citizens have no education. Four millions of people have been enfranchised in the south, for whom no adequate educational provision has been made; fifty thousand foreigners come to us annually, no small portion of whom are unfitted for citizenship by ignorance; and the public school must educate them. If the southern states cannot provide for the freedmen, the nation must. At all hazards, by persuasion or compulsion, the whole people, American and foreign, black and white, *must* be educated for citizenship; and the common school is the instrument provided for the purpose. Thus it becomes our duty as educators to devise means for lifting the school to the level of the demand now made upon it. Perhaps we hardly realize this responsibility. It is our business to advise the people and their legislators in educational matters; and, that we may do so intelligently, we should first ask ourselves, and consult each other, as to whether the schools, for which we are responsible, are answering the demands of the times. There are some who insist that the school must stay where it is—that those who propose changes are mere innovators, and should not be listened to. But *thinkers* know that the school must keep equal pace with the progress of thought, and of institutions. The needs of to-day differ from those of fifty years ago, and fifty years hence will differ from to-day.

Are we meeting the demands of the age? Great social, moral, political, religious changes have taken place within the recollection of every one of us. Has the school kept pace with them? We need not be revolutionists, overturning existing institutions; we must be cautious against advancing new ideas, until we have used the ideas that have been in the word for two hundred years. From Comenius to Froebel, the tendency of the great thinkers has been away from scholasticism to things. The education of the middle ages recognized only one part of our human nature—the intellect; and upon their subject-matter teachers have been working ever since, notwithstanding the efforts of reformers to lead us away from treating man as an abstraction, into recognizing him as a real existence.

It is our duty to train the whole nature of the child; and the outcome of all educational philosophy is this: "The child ought to learn by doing." The wonder is that this law, most important of all in primary teaching, should be recognized there last. In our higher schools, colleges, universities, the old plan of lectures has been superseded to a great extent by actual work of students in the laboratory, and by actual experiment; and these schools are now equipped accordingly. But in tens of thousands of primary schools all over this land, we may look in vain for any of those means without which there can be no true primary education. We find children singing the multiplication table, and spending two or three months on the alphabet, and solving numerical conundrums called arithmetic. All this indicates that we are far from having used up the teaching of the best educators of two hundred years; and the man is no revolutionist who stands up and demands of teachers that they consider these things. This is the work to which teachers should address themselves all over the land, as well as here in Pennsylvania—to realizing that education means the unfolding of all the powers of our being, by the use of the agencies that lie all around us. We need only look around to see the results of our neglect. "Business colleges" are springing up in every town—why? Because business has adopted new methods, and the school has refused to recognize them. These schools teach their pupils the operations actually used in the counting-

room—the common school does not—hence they have cut themselves off, and created separate institutions.

The great need of our educational system to-day is simplification. We have made many improvements, or at least additions, but have withdrawn nothing to make room for them. We have added drawing and music, and we have done well; we have added the elements of science in some places, which was well; but where have we made room for them in the course already full? Nowhere; and the courses have, therefore, become so overloaded that no teacher can perform his duties to his own or the public satisfaction. Constant addition of new matter, no reduction anywhere, results judged by misleading percentages—and yet people complain of cram! What else can we do? Now, teachers who feel their responsibility should advise their Boards of Education that all this must be changed—not by reducing the quality, but improving it by the exclusion of what is extraneous and unnecessary. We are now teaching too much, and too poorly. The main thing the young child needs, is to learn to read, to write, and to count; and by teaching these slowly and surely, we best secure healthy mental growth. We give children so much to do that they cannot either read or write well after two years at school, which is quite time enough if properly taught.

We want to hear less of the teacher in school, and more of the pupil. In a properly organized school, much the larger part of the work is done by the pupil; but we have all seen many places where it is otherwise.

Our schools should be so organized as to exclude a large part of the arithmetic now taught. We begin this branch the first day the pupil comes to school, and keep him at it till the last, and send him out with a large and varied knowledge of operations never performed in actual life. This change is advocated, not from the standpoint of mere utility, but for advantage in the training of the mind, which is the first consideration. But, it remains true that three-fourths of our pupils will go into the ranks of the world's workers, and we must give them what they need. Those who find in this anything like degradation of labor, have a low view both of labor and the laborer. Labor is the creator of wealth, and ought to be the creator of beauty as well. Human labor ought to be considered dignified and grand; and that it is not, is more our fault than anybody's else. Our schools are not planned so as to dignify the work of the hand; and for this reason we ought to simplify our plans, as well as for the higher reason, that we must fit our boys and girls for their work in the world.

One of the most inspiring sights in a tour of observation in Philadelphia was a sewing class of forty young ladies. One teacher thought this was waste—"they would all learn at home." This is a mistake; many don't learn at home, and don't want to learn anywhere. That class will do good service in dignifying the hand as an instrument in education.

Drawing had a struggle for existence, and is not yet fully recognized. We were supposed to be trying to make artists of all the children, or perhaps "designers" was the word; but the true value of the training of eye and hand is the fact that such training lies at the foundation of all industries and all arts, and in its direct relation to the sense of beauty.

So much by way of showing the drift that our education should follow—not that the introduction of manual training into schools, as some understand it, is to be recommended. Cities ought to organize special trade schools for workers; but the common school can do something for the education of the body with the mind, that children may go forth into the world with such practical preparation as to increase their chances for a successful and happy life. Let us together endeavor so to improve the schools that future generations of men and women in Pennsylvania may grow up every way worthy of the high future that awaits them.

Miss McCLINTOCK sang "Annie Laurie."

President ATHERTON, of the Pennsylvania State Agricultural College, addressed the Association on

THE KIND OF EDUCATION DEMANDED BY THE TIMES.

Education is the process by which a man becomes what he is, and is prepared for his work in life. Educational requirements differ with the times; the education of youth must be adapted to the nation and the age. In this nation more than any other this adaptation involves problems most vital to society. Our fifty millions of people, occupying perhaps the most magnificent country on the globe, trying to carry out on a large scale ideas heretofore only attempted in cities and their immediate surroundings, are confronted with new and formidable questions, social and political, among the most important of which is the

relation of education to government; and the solution of these questions depends upon the instruction given in our schools. Are these schools adequate to the needs of our times? If not, it becomes the duty of those who sustain them, and especially of educators, to so adapt them.

Every child contains the germs of infinite possibilities; how shall we train him that he may make the most of himself? The old education was based on the development of power by exercise—we must study things that are hard in order to be able to do hard things; and every thoughtful person must regard it with respect, for it is true that the old course gives to the intellectual faculties a training that is not so well acquired otherwise. But the vast majority must always be bread-winners—must be able to *do*—and the new teaching proposes that along with this education the child shall acquire instruments and equipment for practical life. We need to combine the best in the old with the best in the new.

The advocates of the new theory of education claim that a student may be so taught certain subjects that he shall acquire in the process both the mental discipline given by the old course, and also an effective instrument for the uses of life. The advocates of the old system say this is not possible; but the best experience seems to prove the contrary. In studying the natural or physical sciences, we are compelled first to observe facts, then the relation of facts to each other, then to draw conclusions from the facts in those relations —a logical process by which we both train the faculties and acquire information. When you have brought a man to where he can reason correctly from facts to conclusions, you have an educated man. You may be loaded down with learning, but without trained faculties it is useless baggage. The sciences compel that process of thought which is the basis of education, and at the same time supply a mass of facts that are useful through life. While it is true that of the two objects of education—mental training and acquisition of information—the former is the more important, our times demand not only that science shall be taught, but so taught that knowledge is related to life. In this great Commonwealth—an empire greater to-day than the whole thirteen colonies when the government was founded —we must make our teaching practical rather than theoretical; we must teach knowledge in its applications, as well as for itself.

After a violin solo by Mr. REST BAKER, of Lebanon, which was very fine and warmly applauded, adjourned till to-morrow morning.

WEDNESDAY MORNING.

THE attendance was very large at the morning session. After singing several pieces, the Association was called to order, and the amendment to Constitution limiting the meetings to points within the State was called up, and on motion of Dep. Supt. HOUCK, its further consideration was postponed for the present.

PLACE OF MEETING.

Supt. LUCKEY: A proposition has been made that the Teachers' Associations of Ohio, New York and Pennsylvania meet at Chautauqua next year. The accommodations are ample, and we have already had an invitation by telegraph. A joint session would be enjoyable, and the place is every way suitable. I move that the next session of this body be held at Chautauqua, N. Y., the time to be fixed by the Executive Committee after consultation with the officers of the other State Associations.

Supt. BUEHRLE: One of the objects of selecting different points for the sessions of the Association is to awaken public sentiment in the community where we meet; great good has been done in that way during the last twenty years, and there is room for more; I think it would be a mistake to carry our light out of the State, and leave Pennsylvania in darkness. What advantage will be gained by meeting at an out-of-the-way place like Chautauqua?

Supt. LUCKEY: There are more Pennsylvania teachers at Chautauqua to-day than here, excepting, of course, those who live in this neighborhood.

Supt. BAKER: I think we had better postpone this, or refer it to a committee. We are not ready to fix the place of meeting. I move to postpone.

The motion to postpone was lost, 73 to 77, and the motion to meet next year at Chautauqua was carried by a decided majority.

PROPOSED AMENDMENT.

Miss LLOYD: I propose next year to offer an amendment to the Constitution, reducing the number of the executive committee from "five" to "one." The whole work was done this year by the chairman, no meeting of the committee was called, and we have excellent results. Why have the trouble and

expense of bringing together members from five different localities? It will also be necessary in Article VIII to change "they" to "it."

NOMINATION OF OFFICERS.

The following nominations for officers were made:

For President—Supt. S. A. BAER, Reading.

For Vice Presidents—Supt. A. J. Palm, Mercer; Supt. Anna Buckbee, Potter.

For Secretary—J. P. McCaskey, Lancaster.

For Treasurer—Supt. John Morrow, Allegheny.

For Ticket Agent—J. F. Sickel, Philadelphia.

For Executive Committee—Supts. T. M. Balliet, Carbon; C. F. Chamberlain, Crawford; J. M. Coughlin, Luzerne; S. Transeau, Williamsport; H. S. Jones, Erie.

For Enrolling Committee—Supts. D. S. Keck, Berks; R. M. McNeal, Dauphin; S. F. Hoge, Tidioute; R. M. Streeter, Titusville; W. F. Harpel, Shamokin.

There being no contest for any of the offices, on motion of Supt. Shelley the Secretary was instructed to cast the unanimous ballot of the Association for the persons nominated—which was accordingly done at the proper time, and the officers thereby elected.

After music, Miss M. FRANCES BOICE, read the following paper on

READING IN OUR PUBLIC SCHOOLS.

Elocution is a subject upon which there has been no lack of writers, both in this country and in Europe—some wise, and some otherwise. The definitions and explanations are many and varied. Voluminous papers upon the art, and upon the science of elocution have been given to the world by enthusiastic, earnest men. Like the world of medicine the practitioners are, by some thoughtful brains, divided into schools, and we hear not the old and new school, but the imitative and analytic schools discussed. Then we have fluent, and I might say flippant, discussions upon systems of elocution, and last, but not least, we stand, hats off and heads bowed, before the Delsarte philosophy of expression.

In the midst of the dire confusion we lift our puzzled faces, and ask, "What does all this mean?" Is it a struggle to simplify a complex subject, or to complex a simplified subject? Disagreement seems to be the law of progression and the standard of excellence of many, and any, elocutionary gyration that savors of originality satisfies their ambition. But despite all the pedantry and cant of the profession, she is the successful teacher who secures the best results in the work.

The question is, "How can these results be secured in the public schools?"

First, we must have a clear conception of the work to be accomplished; next, carefully consider the materials with which we must labor; and, thirdly, search out the best method for the accomplishment of the end with the materials in hand.

It is the province of the teacher of reading to develop in her pupils the power of logical and clear thought, that they may not only have their own ideas well defined, but that they may comprehend, appreciate, and assimilate the thoughts of others. The power of assimilation is a medium for the moral development of the child, if the teacher is careful to cull for its mental digestion only the good, the pure, and the beautiful. As Longfellow expresses it:

"Whene'er is spoke a noble thought,
Our hearts, in glad surprise,
To higher levels rise.
The tidal wave of deeper souls
Into our inmost being rolls,
And lifts us unawares
Out of all meaner cares.
Honor to those whose words or deeds
Thus help us in our daily needs,
And by their overflow
Raise us from what is low!"

Hand in hand with mental and moral culture must go the physical training, indispensable to natural, free and correct expression, for, as some writer has said, "The very essence of thought is the living expression of it."

The materials with which the teacher must work present many obstacles and discouragements. Reading, in the popular estimation, consists in naming words and getting through books. How many of you have seen the eyes of fond parents sparkle with pride as they told you of the short time Mary had been in school until she was in the Third Reader! And of John's wonderful mental achievement in going from the Second to the Fourth or Fifth Reader in one year! These same fond parents pamper the stomachs of Mary and John with rich food and sweetmeats, turn their nights into day, carefully guard them against physical exertion, and then send the innocents to school. Stomachs disordered, the blood unfit to perform its functions, the brain inactive, unable to make the nerves respond, therefore the muscles lag.

Now, what are they going to read with? Their only energy in lively activity is petulance. This is not conducive to mental growth, certainly impedes moral development, and plays sad havoc with all correct vocal efforts in that it destroys the basis of the work, respiration. The child of labor comes with all the characteristics, mental and physical, of the barterer. His imagination is dormant, mind incapable of grasping anything upon which he cannot fix a market value, muscles prematurely stiff, and he has all the faults in voice articulation and expression which naturally flow from these conditions. Then there are the excessively nervous, with their thin, piping voices, keyed in the attic, and nerves working like spasmodic forcing pumps. The boisterous boy rushes in with an abundance of good health—it is the flood-tide of life with him—but we instinctively shield our ears while his youthful energy pours forth its story. The "lil-la-hoo" and favorite slang of the street have left their impress upon his utterance. We turn from him and are met by the little, timid, sensitive child, whose simple existence is a burden to her—when folks are looking—and she presents a

host of new trials for the teacher of reading. And so we might continue indefinitely.

But you would grow weary of listening to the long story of weak lungs, diseased throats, false respiratory efforts, round shoulders, hollow chests, distorted organs of articulation, bad voices, improper dressing—even in children—the vices, the affectations, the forms of lisping, the varieties of stammering, and the innumerable individual peculiarities that confront the teacher, and impede the work in reading, and which she must overcome before she can make any degree of progress in the work. And, however zealous the teacher, success is rendered, in many cases, almost an impossibility through lack of the hearty coöperation of the child who cannot realize the importance of the effort, and of the parents who will not realize it.

Well, where must the teacher begin? At the beginning, of course. The physical condition of the pupils is of primary importance, as health and vigor of body are the necessary conditions for normal, mental and vocal development; and all educational endeavors, however conscientious and earnest, must fall short of the highest results, if physical infirmities, either latent or apparent, are sapping the life-blood.

As has already been suggested, respiration is the basis of all vocal efforts. It also lies at the foundation of all intellectual activity as the renovator of the blood. The respiratory organs, therefore, must be carefully trained and developed.

The quarrel between the leading physiologists and vocalists of the day is as to the relative value of the upper and lower portions of the lungs. Whether the clavicular or abdominal and waist breathing gives the greater power. The weight of authority is on the side of deep breathing, and that also appears to be the side of reason, although plausible arguments are offered on the other side. Anatomy teaches us that the conical form of the chest affords much smaller cavities for the upper than the lower part of the lungs, hence that portion is much smaller. Also the frame work of the upper chest, owing to the attachments, admits of far less expansion than the lower part. From these facts it is evident that those who depend mainly upon the upper part of the lungs in respiration must carry on the process under the most laborious conditions, and also lose the benefits which naturally flow from free and full inspirations.

The form of the lungs and the construction of the chest, therefore, are living advocates of that form of respiration that brings into full play the diaphragm, abdominal, waist, and lower chest muscles. The method of breathing that flattens the abdomen and heaves the chest for inspiration, does not promote the highest physical well-being, and certainly not the development of the vocal powers of the subject.

If the work in respiration received the attention it merits, with the children in our public schools, a great waste of vital force would be saved on the part of the children; it would also be found a powerful agent against peevishness and indolence with their consequent evils and vices; and the teacher's work would be to *preserve* and *develop* natural efforts, rather than to restore them. The children would not become habituated to the unnatural contraction of the muscles that control the larynx, and which in later life makes vocal expression so offensive, and frequently causes great inconvenience in the form of chronic sore-throats, which arise from the undue irritation of the delicate membranous lining.

There is no lack of illustrations of this trouble among our teachers and public speakers. I doubt not but in this audience are to be found able and earnest teachers, whose greatest school-room cross is the irritated throat that makes the otherwise delightful work a burden. Some there may be who spend a good part of the yearly salary in doctor's fees, who have drugged themselves into weakness and have worked the inevitable gargle up to a high state of perfection. All of this, when a little common sense in the systematic exercise of some of nature's simplest laws, would avoid or remove the difficulty. How many clergymen abandon the pulpit yearly on account of clergyman's sore-throat, a disease that arises mainly from an ignorance of the laws that control speech?

It is within the power of the teachers of our public schools to educate the masses of the future above these troubles. The devices for the accomplishment of the work are numerous, and perseverance on the part of the instructors will convict and convert the skeptical public.

The cultivation of the voice is an important part of the work to be accomplished in the public schools. It also constitutes the most delicate part, and one in which teachers cannot proceed too carefully, as the ruined voices of both children and adults will testify. No voice should ever be pushed, either in power or compass, and especially is this true in the case of a child. Vocal culture with children under fifteen is not a matter of power and compass, but a correction of their many faults in vocalization and a careful protection against the school-room peculiarities that exist to an alarming extent in too many of our schools. When the teacher has rooted out the false, she will find that nature has not dealt so badly with each individual, after all. Again, a vigorous course of negative instruction cannot be carried forward without doing much of positive work at the same time. I once heard a teacher tell with marked satisfaction, of the great distance to which his pupils could make themselves heard in open air reading. He would much better have been employed pegging at their soles than at their throats.

On the other hand, a voice may suffer through too *moderate* use, by failing to give strength and discipline to the muscles that enter into voice production. The golden mean must be devoutly sought after by all who deal with the human voice. No fixed law can be laid down for the work. The prevailing characteristics of the voices under training must decide the devices, and the discretion of the teacher determine the application that will best meet the individual needs.

Every voice has certain characteristics that are essentially its own, and which no elocutionary training should efface. A skillful teacher will prune, correct and develop, but never destroy, the individuality of a voice. Drive from the school-room the nasal tones, the shrill and harsh tones, the school-room sing-song, the lazy drawl, the affected falsetto, the monotonous mumble, the whine of discontent, and the influence of the school will be increased one hundred fold, for "Purity of tone, like purity of character, is the highest excellence."

The teacher is the pupil's model, and they are influenced according to her acquirements. Every superintendent of public schools will bear me out, I think, in the statement that in every case where the teacher is a good reader, the standard of the school is high in that branch. Not because more time is given to it, but because the teacher, being proficient, enjoys the work, embodies her best self in it, holds before her pupils a higher ideal, and the pupils are imbued with her spirit. This being true it is of the *highest* importance that our primary schools be filled with the best representatives of pure, unaffected, and expressive elocution. Here the teacher's voice is so constantly heard, and the little ones receive impressions so readily, that deficiencies imprint errors that years cannot efface.

We frequently defeat our own efforts by being mechanical and hurried in the work. The multiplicity of school-room duties keeps the teacher on a constant strain to do the work in the given time. It would be much better to cut the reading lesson down to fit the time than to rush the work. A very little done well is better than much done indifferently, To stand erect for a short exercise in deep breathing, with a few minutes in vocal and articulation drills, and the study of the sense of a few sentences, either selected from the book or given from the board, will prove far more effective in securing thought and expression on the part of the class, than a chapter from Webster when there is not sufficient time to do justice to Websterian thought and spirit. Success depends not upon the rapidity but the quality of the work, and we must never feel so crowded that we cannot find time to attend to the individual needs of the class.

Distinctness and correctness of utterance are other primary elements of good reading, and hence become a prominent part of the work to be accomplished in schools. A thorough mastery of all the elementary sounds of the language lies at the foundation of correct articulation.

Nor is it sufficient to simply master the individual sounds, but ease and correctness must be gained over whatever combinations may occur in words and syllables. There are some combinations of sounds that are universally slighted. For example, the sound of *sh* following the sound of *S* (horse shoe) or of *Z* (says she), the combination *sts*, *pt*, *ld*, *nds*, and many others at the end of words. There are certain groups of words as "did you," "and yet," "give me them," "miss you," "as sure as you," and many others that are used in daily conversation, and which are as daily mis-enunciated—not alone in the school-room, but in all social circles as well. Then there are many little words such as to, from, get, and, was, that, says, said, so, or, with, when, which, what, and the personal pronouns, that are habitually slurred by the masses. The termination of words is mutilated and we have "luss" for less, "uth" for "eth," "munt" for "ment," and so on; final *d* and *t* dropped or rendered offensive by over-articulation. And allow me to say here that a surplus of articulation is as offensive to refined ears as a deficiency. Again, syllables are omitted and memory becomes mem'ry; political, p'litical; history, hist'ry; every, ev'ry. Letters are dropped and February becomes Febuary; government, goverment; and so we might continue.

These are largely faults of thoughtlessness or indifference. But there are troubles which arise from inability to properly adjust the organs of articulation. These organs form, as it were, a mold, and the slightest deviation from nature, in setting the mold, mars the beauty of the creation. If the tongue is not properly adjusted, we have the lisp in one or another form, or it may be that most offensive error of lifting the middle of the tongue to the roof of the mouth in articulating the letter *s*.

There are troubles that arise from a rigid lower jaw, or the unnatural protrusion of it. There are distortions, excessive action, and utter passiveness of the lips, which mar the beauty of articulation, and that must be overcome before one can be pronounced a good reader. Then the children bring with them a great variety of defects in articulation learned in the family circle. It is the high privilege of the teacher to counteract all these evil influences, cure all defects, and implant right in the place of wrong. No teacher of reading can complain of her narrow limits. Articulation is perfect when every sound is given correctly and with such ease and grace that attention is not called to the effort. This result is best gained by making the articulation drill a matter entirely aside from the regular reading lesson. All work that establishes stiffness and mispronunciation is worse than useless.

When proper attention is paid to these primary departments of reading, there will be few pupils found groping their way blindly through Fifth and Sixth Readers, for with the newspapers, magazines, and other miscellaneous reading matter that teachers must use with their pupils, the average Fifth and Sixth Readers will never find their way into a public school.

Ability to read well in the school reader must not constitute the pupil's education in reading. They need far more than that for the ordinary circumstances of life. As the study of English Grammar gives stock in store for the analysis and parsing of a Shaksperian drama, so the study of the text-book in reading should give that power of thought, discrimination and expression which will enable the pupil to deal intelligently with all kinds of sentiment. If it does not, there is something wrong with the teacher, the pupil, or the text-books. Not what the pupil accomplishes while with the teacher, but what she is able to accomplish after leaving the teacher, is the *true* test of success.

There is no branch in the entire curriculum that is so misunderstood as elocution. It is only one year ago since I heard an educator on the floor of the State Association define elocution as the making of faces and throwing of arms. Not long since I heard a lady, the Principal of a flourishing seminary for young ladies, speaking in the highest terms of a Scriptural reading she had heard, and the chief charm lay in the fact that there was "no elocution in it." Quite recently I was requested by a very intelligent lady —a minister's wife—to read the Scriptures for her in a prayer-meeting, and with the invitation came the religious injunction, "Don't put any elocution into it." This, however, did not surprise me, for elocution, like fresh air, rarely ever goes to church. But it *is* discouraging to have intelligent people substitute the absence or abuse of elocution for the genuine article. True, there are many engaged in the profession whose work is a libel on the art, men dubbed Professors of elocution whose greatest benefit to the work would be their leaving it.

But this is not true alone of this profession. In law, for instance, are many men who betray no signs of having sat at the feet of Gamaliel. In medicine, men whose sole distinction is to be found in the rapidity with which they bury their mistakes. In the general teaching profession *hosts* who are simply "Professors" and nothing more. But all this is no argument against law, medicine, and teaching, as professions. Neither should it gather ignominy around the heads of worthy practitioners. So in the profession of elocution should the abuse not be allowed to depreciate the use of the art.

Another great mistake is that elocutionary skill is only attainable by a few whom nature has especially endowed for the work. All who can talk and think can learn to read well. True, there will always be differences in intellectual gifts, powers of imagination, artistic tastes, and vocal expression, and consequently a difference in individual attainment; but we sometimes think there is no talent when it is only folded away, or may be struggling for light against insurmountable barriers.

There is a story told of an enthusiastic researcher of art who had reason to believe that on the walls of a certain room used for rubbish there was a valuable picture of Dante by Giotto. He carefully removed the rubbish and plastering until he reached the surface on which the painting was, and the sad thoughtful face of the Tuscan poet was revealed. Just so the Divine artist has imbedded in the mind of every pupil, word pictures of rare beauty and value, and it is the privilege of every teacher of reading to clear away the rubbish and let them out.

Dr. A. N. RAUB, of Lock Haven Normal School, read the following paper on

OUR NORMAL SCHOOLS AND THEIR DEFECTS.

Ladies and Gentlemen: I need hardly say to you that I enter upon the discussion of the topic assigned to me with some reluctance, not because of a lack of interest, but partly because I shall have to tread on tender toes, I fear, before I finish what seems to me a fair and proper discussion of the subject.

I need not define a Normal school nor explain to you the object of these institutions, for the catalogue of each Normal School announces annually to the public what it proposes to accomplish; but strange to say, hardly any two, even in the same state and operating under the same law, agree definitely upon the exact work to be performed. Here is one that advertises itself as a strictly professional school, if you know what that means, and here is another that claims to give very thorough academic instruction; while still another announces to the public that it combines the professional with the academic work in such a way as to make not only cultured scholars but also reliable practical teachers. Which of these is *the* Normal School? You will pardon me for not answering the question at present.

No class of institutions has ever met with so much opposition from various quarters in our Commonwealth, even from the inception of the system to the present time, as have our State Normal Schools. To say that they have not made some mistakes, and that the men who were instrumental in founding these schools did not make mistakes, would be to claim for both a degree of infallibility which they would be loth to assume; but that they have made all the mistakes which have been charged upon them by their enemies is simply and unqualifiedly false. Nor has the opposition to our State Normal Schools ceased even at this late day, when the improved condition of educational affairs which may be traced to their effective work is manifesting itself in every county of the Commonwealth.

It was my fortune to be present in the House of Representatives of Pennsylvania a few months ago, when the first onslaught was made on the Normal Schools of the State. It was my unpleasant duty to listen to men who characterized these institutions as "thieving corporations" robbing the State, and this, too, by men whose whole aim was to vent their spleen on individuals rather than on the system. I must refuse to debase myself by quoting to you the intemperate remarks and the foul epithets that were hurled into the faces of some of the members of this body, for the simple reason that they had come to beseech the legislature of the State to protect her own children by continuing to appropriate money for the payment of burdensome debts for which the institutions are in no way responsible. I may say, in passing, that scarcely a single one of these schools would have assumed the responsibility of erecting the commodious buildings used as dormitories, had not the State years ago directed each school to furnish accommodation for at least three hundred students. This possibly is an error in the system; but I say again, if an error it is one for which the schools themselves are not responsible, and I may add that the State having founded the schools and led them to assume this indebtedness, she is without a doubt morally responsible for their maintenance so long as they comply with the laws of the

State and are managed in accordance with the design for which they were established. Whether or not this fact can be driven into the brain of a political demagogue is a debatable question, but I am glad to know that our State legislature contains enough men of sound judgment to see the truth as we see it.

But our Normal School system has been the victim of attack from other quarters also, from sources to which we should look for support and encouragement rather than abuse and condemnation. The day is not yet distant when the Normal Schools of this State expected an assault annually from voluble members of this Association, and their expectations were generally realized. It is, however, pleasant to know that as our opponents become better acquainted with us and our way of doing work, their opposition gradually ceases. We can see why academies and colleges that have lost largely of their students by the opening of Normal Schools should feel aggrieved; but why attacks should come from the public school quarter, as they have sometimes done in the past, is to us incomprehensible, unless some one has found himself gradually drifting to the rear as the educational column marches gradually forward.

The one stale argument that has been urged again and again in opposition to the Normal Schools of Pennsylvania, is that the graduates drift rapidly from teaching to other professions. Now, I take it that if the work of our Normal Schools is so well done that the students graduated can stand shoulder to shoulder with college men in the great battle of intellectual and social progress, Pennsylvania has a system of schools of which she may well be proud. I do not deny that the graduates of our Normal Schools drift into other professions. Why should they not? Does the great State of Pennsylvania buy all a young man's talent, and culture, and scholarship, and services, for the paltry sum of fifty dollars which she gives him when he graduates? You can't buy even a salable member of a political convention for that sum, much less a man whose moral character is above reproach. I say to every young man and woman, when you receive the fifty dollars upon graduation, and sign a contract to teach for two years in the Common Schools of the State, fulfill your contract to the letter; give for the time specified the best services of which you are capable; but when the two years' work has been done, you are free, and you owe not one penny to the State, nor would she be so mean as to claim services for which she has not given an equivalent. If you are appreciated and properly remunerated, teach on, for there is no more exalted position on earth than that of the true teacher; but no man is under obligations to put aside positions which will yield him sufficient income for the protection of himself and those dependent upon him in order that he may follow the starveling life of a seedy schoolmaster, and accommodate himself to the penuriousness of a community which neither appreciates his services nor cares for his comfort. Away with this sentimental nonsense that because one has received assistance from the State, to the extent all told of less than a hundred dollars, he must therefore give his services to the State for a lifetime!

But back of all this, is the truth that a large majority of those who graduate from the Normal Schools of Pennsylvania, teach not only the two years in accordance with their promise, but continue to teach for a much longer time, and many of them to-day hold some of the most important positions in the educational work of the State.

The opposition have charged upon us also, first, that the Normal Schools of the State do not furnish any considerable number of properly prepared teachers, while from another quarter comes the cry that we have too many of these institutions. Surely if one of the positions is right, the other must be wrong; and I am sorry to say that we have calmly sat and listened to these charges without making any attempt to combat them with any effort at success. In one of the troublous periods of France, a witty Frenchman said, "We are despised because we are on our knees. Suppose we get up." Has not this been our position, my friends? We have been accustomed to receive censure and reproof too long; it is now time for us to get up and assert ourselves. If any educational institutions in the State have a right to stand on their feet and proclaim the importance of their work, certainly it is those which are attempting to give that professional instruction and training which are the essential qualifications of every good teacher. There is no reason why we should bow, and cringe, and apologize for either our existence or our work. I think I speak the honest truth, at least as I understand it, when I say that there is not an intelligent, honest opponent of professional training to-day, not an opponent who is not either ignorant of the work which Normal Schools are designed to accomplish, or who has not a grievance which he dare not tell to the public.

Even the astute legislators, who saw fit a few months ago to characterize these schools as thieving institutions, admitted in the same breath that the system is entirely proper, but asserted that the schools are not properly managed. And those who claim that these schools, the children, the outgrowth of the academies, are driving the latter to the wall and for that reason ought not to be encouraged, have forgotten in their charging upon us that we are mule colleges, that even a mule is a much more respectable animal than its sire. It must stand on its own merits, for pride of ancestry it has none.

Permit me to touch on this question of Normal School indebtedness which seems to furnish the main part of the ammunition for those who make their biennial attack on these institutions before the legislature. We have been severely censured for mismanagement because the indebtedness against our Normal Schools is in the aggregate nearly a quarter of a million. This is not as formidable a matter as it at first sight appears. It must be remembered that the Normal School property of this State is worth a full million and a half, about one-half of which has been contributed

directly by the State, and in the second place that a large proportion of the present indebtedness has been created by the demand of the State that the buildings, supply of apparatus, and general professional outfit, must come up to a fixed standard. The school having but one hundred students is compelled to have as complete an outfit as the one with three times as many, even in the matter of Faculty. Nor can the older schools that were admitted and organized as State institutions without complying fully with requirements of the law, claim that the younger schools have been mismanaged because their debts are larger. It must be borne in mind that under the pressure of successive legislative enactments the burdens were made greater and greater, and latterly all the new institutions had to comply with the legal requirements as to building and outfit, or remain out of the list of State institutions. Again, the competition with ten schools in the field has been considerably closer than with but three or four; as a consequence no young school has been able to make itself self-sustaining in the first few years of its existence. Here is a defect in our Normal School system: first that the State requirements have been such as to compel nearly all of the schools to begin their work under a heavy indebtedness, and, secondly, that they have been placed in such a position as necessarily to compete with one another for patronage. Governor Hoyt, in his last message we think, took the proper position in advising the State to pay the entire indebtedness of these schools and place them on their feet. If in addition to this the State will remove some burdensome restrictions and permit each institution to adapt its professional and other accommodations to the needs of the school, there is little doubt that each would be self-supporting.

What we think the State of Pennsylvania ought to do, is to follow the lead of some of the more progressive sister States on this Normal School question in giving to every student preparing for the profession of teaching in good faith, free instruction. The amount needed to pay the current expenses incident to the matter of instruction would be but little greater than that now required for the usual appropriations. But even were it considerably more, why should not a great State like ours, with a free school system second to no other in the Union, be willing to strengthen this right arm of her public school system with the requisite appropriations if she can thereby add to the efficiency of her schools and promote the cause of education?

And now, a few words on the professional work of these schools. No one claims that they should be wholly academic in character, for that would place them on the same educational plane as high schools and academies. The only question that can arise is this: Shall they be what is called strictly professional in character, or shall they mingle academic and professional instruction? The opponents of Normal Schools have always held that these schools should be strictly professional, but back of this argument lies a grievance and we shall have to exclude this class of persons from the discussions being incompetent to decide on the question. Of the friends of the system not a few have claimed that the academical work of the school should be relegated to the high school and the academy. But even with these one important fact is either overlooked or forgotten; it is this, that teaching pupils in the ordinary high school or academy with the view of either imparting knowledge or securing discipline is a vastly different thing from teaching the same facts and principles to those who, as teachers, expect to impart this knowledge and training to others, and this truth must govern the teaching throughout all the departments of a Normal School. The academic work is thus modified and becomes in itself both academic and professional.

The Normal School professors and teachers that fail to appreciate this important fact are, to put it mildly, not prepared for their work. Possibly there are such teachers in every school; that, then, is a local defect. I am prepared to say that I doubt the efficiency of any Normal School that advertises to do professional work only; and I am willing to go further, and say that no Normal School ought to send out young men and women as graduates, who have not been taken carefully over the ground which they are expected to cover in their ordinary school work, either as teachers or as superintendents. A knowledge of the branches which they expect to teach, these young men and women must have. How shall that knowledge be acquired? The opponents of Normal academic instruction reply, "In the High School." Now, I have a great deal of faith in High Schools, but I give it as our experience that graduates of even High Schools, and we have had many of them, require at least a year of instruction to complete the Normal School course, and this in the academic work as well as the professional.

If I were to make a criticism on this class of pupils, I should say that almost without exception we find them inclined to memorize rather than think and reason for themselves, and we are compelled to reorganize entirely their mode of study. No class of students that ever came to our Normal Schools understand even the ordinary common branches as teachers ought to understand them. We find many, of course, who are thoroughly versed in special text-books; but, as a rule, when they come to apply principles they are wofully deficient. There is not that breadth of culture, that ability to look on all sides of a question, which is a requisite in one who expects to teach. The scholastic instruction therefore which most students receive in schools not designed to prepare them for teaching, does not answer, and academic instruction, modified as I have indicated, becomes a necessary part of Normal School work.

It is an undisputed fact in the Normal School history of our State, as also in that of other States, that those who have received their preliminary training in the common school branches before entering the Normal School, have always done their poorest work in the branches which they neglected to take in the Normal School itself; and this is simply a con-

firmation of the truth, that in general a teacher will teach as he was taught.

Example is more powerful than precept, and in this the Normal School graduate is no exception to the general rule. Give him an example of your work, and he will impart his knowledge much as he acquires it; but give him the theory only and you place a two-edged sword in his hand without imparting to him the practical skill to use it effectively.

I am tempted to make just one other suggestion at this time, and that is that every teaching student ought before attempting to practice in the model school, to spend several months in observing the work of first-class instructors. It will be well also to have him observe and criticise the work of those who are soon to be sent forth as graduates. It will do both parties good; it will make the graduating teacher more cautious and more anxious to excel in his work, but it will also induce the junior to become observant of the best methods, and train him to avoid the most common errors when he comes to teach. I am glad also to notice in a late catalogue of one of the best conducted Normal Schools of the United States, that my theory is successfully verified in practice.

The argument that the Normal Schools of the State do not furnish any considerable number of teachers has some force, but the reason for this seeming defect lies not against the system so much as against the unwise financial policy of school boards, who often look not to professional qualifications and aptness to teach as the requisites in a teacher, but rather to the amount of his muscular development, directorial kinship, and a general cheapness of shoddy material sufficient in quantity to fill the chair on the platform. So long as school directors are selected because they have sons and daughters or nephews and nieces to be provided for in the school-room as teachers, so long the Normal Schools of Pennsylvania will not be able, backed even by the power of this Association, to induce young men and women to prepare themselves for the professional part of the work of teaching. It will be a glorious day indeed when the legislature of our State shall enact such laws as will forbid this nepotism. If civil service reform is needed anywhere, it is in the public school system of our country. May the day be hastened when every school director shall be liberal enough and wise enough to believe that the founders of our Normal Schools meant these professional schools for the good of the Commonwealth, and when in his superior wisdom,

> "Drest in a little brief authority,
> Most ignorant of what he's most assured,
> Plays such fantastic tricks before high heaven
> As make the angels weep,"

in his arbitrary resolve that every candidate for a teacher's position must be examined before the assembled Solomons of a local school board. To him laws are nothing. Isn't he a school director? What does the State Superintendent know?—what does the Deputy Superintendent know?—what does the whole Board of State Examiners know, compared with the individual who has been elevated by the suffrages of the people to the dignity of school director? Pardon me, I believe in the dignity and honor and responsibility of this office, but, now and then, a good deal too often *now*, it is filled by men who neither know nor appreciate the work they are expected under the laws to perform. It is one of the serious defects of our present Normal School law, that any school officer is permitted to interfere with Normal School diplomas and permanent certificates whose owner has once earned them by his examination and successful experience in teaching.

Some twelve years ago the position of Superintendent for the county of Clinton was filled by the lamented A. D. Rowe, a man who stood up for the right as he saw it, under all circumstances. When in the position of Superintendent he met this question once and for all, by saying to the school board that demanded an examination of all Normal School graduates, "Gentlemen, these graduates hold a higher grade of certificate than I am authorized to issue. They are State papers which I am bound to respect; and I shall steadily refuse to dishonor the State by questioning either its wisdom or its power, by examining any teacher holding a State Normal School diploma or a State permanent certificate." To his sacred memory be it said with reverence, he never swerved a hair's-breadth from his decision, nor from the line of duty as he marked it out.

May the day soon come when every conscientious Superintendent shall look upon this question as he did, and feel that in honoring the State authorities and laws under which they act, he is doing equal honor to himself. When such a day shall come, and Superintendents shall stand shoulder to shoulder steadfastly refusing to heap indignities upon any one who has won his professional papers fairly and honorably, we shall have taken such giant strides toward the unification of all elements of our public school system, and intrenched ourselves so firmly, that the combined attacks of the opposition shall find our position simply impregnable, and our victory complete.

Supt. MACALISTER: Having supposed that the conservative East fully recognized the importance and dignity of Normal training, I am surprised to find the question in so unsettled a condition as is indicated by the paper just read. In the West the Normal school has long been considered the great factor in educational systems. One State only forty years old has given $1,200,000 cash and $800,000 worth of land for Normal school purposes alone; there are four Normal schools, and the fifth will be built in a year—they own property worth three-quarters of a million, all paid for, and admission to them is *entirely free*. The State realizes that teachers must be trained, so she opens great schools and invites her teachers to come and be trained at the public expense to discharge the highest of public duties.

Knowing all this, I am surprised on coming *here* to be told of such things as have been mentioned—that boards of directors and superintendents fail to recognize the value of a diploma or State certificate honorably earned. Examination is intended to test scholastic qualification, which is thus ascertained once for all; and having passed to the highest grade, there should be no more of it. Teaching qualification must of course be ascertained from actual work in the school-room, not by any papers or percentages. I am grieved to find that one of the wealthiest commonwealths in the world should ask fees from those who are to render services that can never be fully remunerated. In view of the small salaries paid teachers, the State will probably always have to provide for their training; and this training stands upon the same level as the education of our children—if they are to be trained for citizenship, some one must do it, and to prevent waste, we must qualify them to do it well. In what has been said, no unkindness was intended; but as the West has profited by your wisdom and experience, perhaps the East may now learn something from her growing children. I cannot conceive of a successful system of education in which the Normal school is not paramount; and I hope the day is not far distant when it will be placed upon the independent foundation which will make it of the highest value to the people.

Supt. JONES: There are some weak places in State schools, too. Sometimes a man has served so long in Congress or somewhere else that his constituents don't want him to serve any longer, and they manage to have him appointed to the head of a State Normal School.

Dr. WICKERSHAM: The gentleman who has come to us from the West, and is most welcome in Pennsylvania and in this Association—has received a wrong impression from the paper read. The Normal school is as deeply rooted in Pennsylvania as in any State of the Union; and unless great changes have taken place since I talked with the great educators of the West, they as well as we are still engaged in discussing questions of detail, for that is all that is at issue here, as the principle has long been settled. We might claim truly that Pennsylvania was the first commonwealth in America to establish a Normal school. So far back as 1818—twenty years ahead of Massachusetts—Philadelphia had a school for the training of teachers, of which her splendid Normal school of to-day is the outgrowth. The fact that men in the Legislature and out of it, who like to hear themselves talk, make the Normal school their occasion, and the frequent and sharp criticism sometimes heard on this floor, are not evidence of weakness, but of strength. The Normal schools are not perfect, and agitation of these questions of detail will and ought to continue; but the rock of their foundation is not shaken. As to the paper, while much of it is good, there are some positions which I consider questionable; but perhaps this is not the time for a retired veteran to enter upon that discussion.

Mr. MACALISTER: That the West has looked more to Pennsylvania, and derived from her more help than from any other State, or all the others together, no man knows better than myself. I did not mean to make a criticism—that would be unseemly under the circumstances; but I had in my mind a system, inferior in its working to that of Pennsylvania, but for organization and security unequaled in the world. Of course we of the West feel like mere children in comparison with our educational grandfather here.

Dr. HIGBEE: Perhaps the severest criticism of the Normal schools has come from myself—not because I am opposed to Normal instruction, for I have seen and felt the need of it for years; but as Dr. Wickersham has said, it is not the principle that is under discussion, but the details, and some of these questions of detail are highly important. There is such a thing as academic instruction—there is such a thing as Normal instruction—there is such a thing as combining them; but our Normal schools *do not make the combination:* that is my criticism. The study of psychology is important—the study of psychology as applied to teaching is needed in our Normal schools—but we teach it as we would in a University. What we want is the teaching of psychology as applied to the teacher's craft—Dr. Wickersham, Mr. MacAlister and myself will agree on that—and we will not rest satisfied until we get it. But the difficulty, of course, is that our material does not come to us in condition for Normal instruction — our pupils are poorly or improperly prepared, and must be stuffed and crammed year after year until they graduate as teachers. We cannot have Normal schools worthy of the name until the colleges, and high schools, shall send us pupils grounded in scholarship, and ready for the professional instruction that bears on teaching. God grant that our ten Normal schools may some day become such!—but we all know they are not such now.

Dr. RAUB: I have never seen anybody so violent on this question as some of the members of the Legislature became during this session. There were too many intemperate remarks by intemperate men—some of them were not sober at the time. The Normal school appropriations have never been in so much danger as they were last March.

Miss LLOYD: The Normal graduates themselves can prevent Superintendents examining them, by simply refusing to submit to it, and going elsewhere. Let the Normal schools train their pupils into such strength of will that they will not submit to this degradation.

Supt. WOLVERTON: I am loath to believe there is a county superintendent in Pennsylvania who will examine teachers holding the highest diploma the State can give. We should stand upon our manhood and our official dignity, and refuse to degrade *ourselves*, as well as the Normal graduates.

Supt. WOODRUFF: We need not go wild about this. What right has a superintendent to refuse to examine *anybody* who wishes to be examined, unless he has valid objections to their moral character or they have proved their inefficiency? I, for one, will examine all who apply, without asking what papers they hold. Directors have the right to prescribe conditions of employment; and were I a director, I should desire to hear a stranger examined. Directors who grade salaries on qualification should certainly compare by examination. Some of us know enough about college and Normal diplomas, and State and other certificates, not to take them always at a hundred per cent.—sometimes a certificate might properly be limited to the facts that the holder has attended the school and paid his bills. I have been on the committees which examine Normal graduates, and know what is done there—how many graduate by courtesy of the Board; it would not be proper to say *all* I know on that point, but there are others here who understand and could testify if it were necessary. Then, too, a person may hold a diploma for twenty years without any intellectual growth—no wonder that directors want them examined, if only in justice to those teachers who have worked up to a high standard of scholarship without going to a Normal school. There *are* people who go to Normal schools because (they say) they find it easier to get the diploma than the professional certificate from some Superintendents—so they get the diploma and escape further examinations. In my opinion, no person who offers himself to teach should object to a fair examination. I am a friend to the Normal school; I know that if their work were subtracted from the sum of our educational influences, we should be poor indeed; I know they have been a power for good, and a stimulus to intellectual effort in many who would not otherwise have been reached—but all this does not, and should not blind us to their defects, but rather induce us to point them out and remedy them. But I did not intend to speak so long—the time should be given to these modest Normal school men, who according to the paper deem it more heroic to bear than to resist.

Supt. WEISS: All the crookedness is not in the Normal schools. It is credibly stated that a Pennsylvania Superintendent has given professional certificates to certain teachers without any examination—why? Possibly with a view to re-election. Committees sometimes simply pass upon the papers of candidates for State certificates, and so put them on a level with Normal diplomas, without any examination. These objections are often matters of personal jealousy—sometimes those who insist on a reëxamination could not pass if examined themselves.

Supt. BROOKS: I am glad Supt. Woodruff told us he was a friend of the Normal schools; but I would rather my friends would act in such a manner that they need not tell me so! Even if the diploma proved only that the holder had attended school and paid the bills, the professional certificate, on the other hand, gives only the valuation made by this or that Superintendent. But the Normal diploma gives the valuation of the Directors, the Superintendent, and the Board of Examiners, and therefore covers the ground. As to the statement that much more might be told, it would be more satisfactory, and evince more fairness, if the critics would tell what they know, and not insinuate that they know more than they tell.

Supt. RYAN: I object to that part of the paper which seems to undervalue the training given in high schools. We have some high schools whose graduates will compare favorably with those of some Normal schools; but I am a friend of these schools, and think they should not be disparaged.

Mr. LUCKEY: I think that when we get upon this question it would not be just to call us a mutual admiration society! I want to say once for all that I am a friend to Normal schools, high schools, county superintendents—to everybody and everything—

and that all my criticisms are made in charity! Supt. Woodruff says he will examine all who come—but I never saw a diploma-holder who hankered after examination in our part of the State. The difficulty is with the manner of granting the diplomas. Directors know (or believe) that Superintendents are honest; but they haven't always the same confidence in Boards of Examiners—and why? Well, here is a fact in point—three young ladies are examined by a Superintendent, and fail to make even a provisional certificate—they go immediately to a Normal school, and in *five months* receive a diploma on which are all the common branches, Latin, Higher Mathematics, elements of Natural Science, etc. Does not this look as if there might be a faint possibility of something wrong about the grantors of diplomas?

Supt. MAGEE: The holders of diplomas need not be examined; but if they want a school, and the Directors insist upon examination, why should not a Superintendent examine them if they apply?

Dr. RAUB: I wish to say that nothing in the paper was intended to disparage the work of the high schools: my point is that pupils cannot there receive the professional preparation required for teachers.

Owing to the absence of Supt. GEYER, of Wilkesbarre, on account of illness, his paper on "The Public High School" was not presented.

After singing "America," led by Dr. Shumaker, adjourned to 8 p. m.

ON Wednesday afternoon, a large number of the members—over three hundred—repaired to the depot of the Philadelphia and Reading R. R., where Supt. D. C. RINEHART had generously provided a train of five cars to convey them to Dodge's Mills, which have a capacity of 200,000 feet of lumber per day. Here the large party stopped for half an hour, strolling over the building, asking innumerable questions and receiving polite and intelligent answers. Then, boarding two flats attached to a steam tug belonging to the Boom Company, the party were conveyed up the river to Linden bridge, receiving an education in the logging business on the way up and down. This part of the trip was in charge of Mr. E. R. PAYNE, the business manager of the company, who made every effort, as did every one connected with it, to give the excursionists both pleasure and instruction.

Returning at six o'clock, the teachers were unanimous in expressions of pleasure and satisfaction with the excursion.

WEDNESDAY EVENING.

MUSIC by the orchestra was followed by a song "Dear Little Heart," by Prof. HALL; after which the stage was occupied by a class of Indian pupils from the Carlisle Training School. Their programme of exercises was introduced by their principal,

CAPT. R. H. PRATT,

who, more than any other man, is entitled to the credit of the successful attempt at civilization of the Indian, the results of which were now, and have been heretofore, displayed on the floor of the Association. His remarks were substantially as follows:

We are trying to do something toward the settlement of a problem that has bothered this country since its first settlement, and upon a different principle from any heretofore applied. The American people have always encouraged the people of all other countries to come to us and unite with us, but the original people of *this* country have not been encouraged to become part of us. We are now trying, in a common sense way, to bring about a different order of things—to get the Indian to emigrate to America, and make his home here. We have 353 Indians at Carlisle, delegated to the care of the people of this State; and we have now planted out 160 boys and girls who have practically become part of our civilized life. We think our experiment has been successful. Among the ten boys now before you, are three who came to us only last November; and you will see in them what can be done in the short time since then, for savages fresh from the camp. We show you what has been done in half of their time, and the smaller half—for they spend only one-half their time in school, the other half in manual labor. The results in the workshops are equally satisfactory with those in the school, which you will see exhibited. We have boys who came in October, 1879, one of whom can iron a wagon, others can shoe a horse, others make buckets and boilers for the Department to send to the other Indians; and their work will compare with that of any good mechanics. This is the result of the half-day in the shop; what they have done in the other half you will now see and hear.

The class, consisting of ten boys, then gave a variety of exercises—speeches, recitations, black-board work, singing, etc.—all very interesting and instructive, as proof of the wisdom of the peace policy in dealing with the Indian. Similar exercises by a class at Pottsville last year having been reported in *The Journal*, we do not give these in detail. At the close of this part of the evening's work, Prest. ATHERTON, of the State College, offered the following, which was adopted:

Resolved, That the teachers belonging to

this Association desire to express the great interest with which they have witnessed the performances of the Indian youth under Capt. Pratt's charge, and their profound appreciation of and sympathy with the noble service he is rendering toward the solution of one of the great problems of our American civilization.

Capt. PRATT responded briefly, accepting the thanks of the Association on behalf of the Government of the United States, which is doing this work, and is able and willing to do it; if the people will make their members in Congress give the needed money, this long-vexed problem can be practically settled in a few years. Teachers can help the good work, if they are satisfied that it is such, by creating public sentiment in favor of making the Indian a useful citizen.

After music by Miss McCLINTOCK and Prof. EXCELL, the audience were entertained by an exhibition of drawing in chalk and charcoal, by Mr. GEO. E. LITTLE, of Washington.

Prof. HALL sang the "Bugle Song."

A class of young ladies, of Williamsport, in charge of Miss FANNIE NASH, occupied the stage for the rest of the evening, giving a Calisthenic Wand Drill—a series of exercises well calculated to insure freedom and grace of movement, besides the physical exercise so frequently neglected in school training.

After listening to a violin solo by Mr. REST BAKER, adjourned to 9 a. m. to-morrow.

THURSDAY MORNING.

EXERCISES were opened by singing "America"—Miss Georgia Purcell, of Bloomsburg, at the organ.

NEXT MEETING.

Supt. LUCKEY said that in view of the proposed tri-State convention at Chautauqua next year, there should be a member of the Executive Committee at the State Department at Harrisburg. He wished, therefore, that Mr. HOUCK could be added to the Committee, and made a motion to that effect.

Dept. Supt. HOUCK raised the point of order that this was not permitted by the Constitution. Besides, he had served on this Committee several times, and desired to be excused this time when his nomination was proposed.

The CHAIR ruled that the motion was not in order.

The following communication was presented, from H. C. Fry, Vice President of Point Chautauqua Association:

Dr. N. C. Schaeffer, Pres't Pa. State Teachers' Association:

The Ohio State Teachers' Association held their meeting at Chautauqua last week, and were so delighted with the place that they desire to return next year, and to have your association and that of New York join them in a tri-State Educational Convention.

Should your association decide to hold your next meeting on Point Chautauqua, the Point Chautauqua Association will take great pleasure in furnishing you with every facility within their power to make your stay on this beautiful lake pleasant and profitable. We have a tabernacle enclosed on all sides, and seated throughout, which will comfortably seat five thousand persons, besides three smaller halls or chapels. The Grand Hotel will accommodate over five hundred guests, and as many more can be accommodated in the cottages.

We desire to submit to your Association the following propositions:

First. To give you the use of the tabernacle and three halls lighted, gratis.

Second. To entertain your members at the Grand Hotel, at two dollars per day; boarding at the Grand Hotel and lodging in the cottages, at one dollar and a-half per day; boarding and lodging in the cottages at from one dollar to one dollar and a quarter per day.

Third. We will provide, at our own expense, one or more of the elegant steamers that run on the lake, to take all the members of your Association on an excursion around the lake.

Supt. BRIGGS, of Beaver Falls, who had been present at the recent meeting of the Ohio Association, said he could guarantee that all the promises of the communication would be redeemed.

The whole subject was referred to the Executive Committee.

After music—"Swinging 'neath the Old Apple-tree"—the following paper was read by Prof. ISAAC SHARPLESS, of Haverford College, on the

CULTURE DERIVED FROM SCIENCE.

It is not because of novelty, for these views are very old, but on the teacher's plea that repetition is a prime factor in impressing truth, that I venture to say something of what we lose in life for want of the culture of science. Certainly I am not disparaging any other culture, and I hasten to say at the outset that I would not, if I could, substitute for the classics and the mathematics of the old college courses, or the arithmetic and geography of the primary schools, a series of descriptive text-books, no matter how good, on promiscuous science. Let the student study such a series how carefully soever, let him have truly at command, when he graduates, the essential facts of all the natural and physical sciences, and he would have a very lame start in life, as compared with his old course competitor, who could not tell the age of the earth, and

did not know the cause of the rainbow. For there is yet everything in the old idea of mental discipline. A mind with developed powers, a mind trained to study, to hold itself in subjection to a trained will, is worth more to its possessor than mountains of knowledge. *That* training the required courses of fifty years ago *did* give, at least in certain directions, and that training a course of science gleaned alone from text-books cannot give, for nothing is trained but the memory. The age demands that all of us have a respectable, talkable knowledge of the main facts of modern progress, and this much we may hope to gain at odd times at school; though if we have it to-day, it is effete to-morrow. But the man with a trained mind, a mind acute and strong, can command both materials and time. He can work up in any age to all demands made upon him. He is master of any situation, and feels no fear of being left in the lurch by a failure of memory or the introduction of an unthought-of subject. Useful knowledge is a clever and convenient thing to have, but no amount of it forced or coaxed into a boy will make him grow to the stature of a respectable man: it often "but encumbers whom it seems to enrich."

But, nevertheless, science has a place in a true culture. A man may study the classics and mathematics, and can not go far wrong. The experience of centuries has crystallized the methods, and he but follows in the open path trodden before him and for him by the thinkers of all ages past. But we are only beginning to open the underbrush for the scientific path. It is just dawning upon some of us, what is the true method of teaching and of learning science. We are sure it does not lie in memorizing facts; but we are only beginning to see that the method for the learner is about the same as the method for the investigator, with some but not all of the difficulties smoothed away; that the true way of teaching science is to give a glimpse of the future result, and allow the student himself to work it out; to make a beginning of those habits of study, and observation, and thought, which certainly train the mind. Repeated trials and failures would teach our students the great fact which governs alike the operations of nature, and the operations of practical life; that it is only by strict obedience to prescribed law that success is to be achieved: that beneath the apparent fickleness of outward nature, and beneath the unceasing changeableness of daily circumstances, stands a firm and unyielding principle of truth and righteousness, to which he must delve, and upon which he must plant himself before he can build a sound edifice. Shams must be thrown away, for they are self-condemned. The patience, and straightforwardness, and attention to detail, by which alone he comes victoriously out of his contests with nature, will become his habit. His judgment will grow as he sees, more and more clearly, that every factor must come into the decision. There will be no place for bias or prejudice. The cool, unsentimental discipline of science is better in this respect than mathematics; for there the work is straightforward and certain, which is not human experience. It is better than classics, for there is a substantial basis of fundamental law, and it does not rest on opinion. Constant vigilance, and scrupulous sincerity, are required and developed, and what habits are more useful to a man than these? What elements of a trained mind will go farther in the struggle of life? Science teaching is not yet brought down to this basis, and these results are not yet secured, but they are the ends towards which we must strive. The time will come when science taught in this way, and if not taught in this way not taught at all, will take its place in the curricula of schools, by the consent of all liberal minds.

Arago tells of his boyhood at the polytechnic school at Paris, perhaps the greatest science school of the world, about the beginning of the present century, when it numbered among the instructors such names as La Place and Legendre. The examinations were not on books but on subjects, and the choice of any method in solving a problem involved the necessity of giving some reason for making the choice, and why the student performed it. In Legendre's room, at the entrance to which he met his predecessor carried out by two servants, having fainted by the severity of the ordeal, he was almost marked for bad character because he gave one of Legendre's own methods, that official thinking it a case of bribing his good opinion, and only got off by a learned discourse on the reasons of his preference.

Even here the two science methods came into conflict, for they had not alone the Legendres, but a certain number of the text-book teachers. One of them would only look at the answers of problems, and his students would go through on the blackboard with a nonsensical mass of figures and formulæ, but ending with a correct result, when he would dismiss them with: "Good! good! perfectly good!" amid the jeers of the class. On one occasion, when he had a grudge against some student, he cooked up a perfectly crushing question, which he was to throw upon him when the class assembled. But the student, having a suspicion of something, was on his guard. The professor opened the question by the apparently innocent remark—I now copy the account.

"Leboullanger, you have seen the moon?" "No, sir." "How, sir; you say that you have never seen the moon?" "I can only repeat my answer, No, sir." Beside himself, and seeing his prey escape him by this unexpected answer, the professor addressed himself to the inspector charged with the observance of order that day, and said to him "Sir, there is Leboullanger, who pretends never to have seen the moon." But that officer could not think of any law that had been violated. "What would you wish me to do?" stoically replied the inspector. Repulsed on this side, the professor turned once more to Leboullanger, who remained calm and earnest in the midst of the unspeakable amusement of the whole amphitheatre, and cried out with undisguised anger, "You persist in maintaining you have never seen the moon." "Sir, I should deceive you if I told you I had never heard it spoken of, but I have never seen it." "Sir, return to your place."

It is not necessary to have the ordeal of science teaching as strict as Legendre and his stalwart associates made it in those heroic days; but their

methods in the main were right, and it is to be feared it oftentimes now approaches the plan of the weakling professor; so the answer is obtained, the ways of obtaining it are left out of sight. So the facts are memorized the causes which led to their discovery are never insisted on. And I take it that the whole question lies in this one point, that the end to be gained in scientific teaching is not the answer, but the getting of the answer, and the getting of it correctly in more ways than one, so that they may serve as checks one upon another.

The practical effect of science in moulding character and developing mind, if felt at all, is felt in the schools. There the cultivation of scientific method and habit of mind, and way of looking at things, and way of doing things, which is the mission of science, must begin and largely end. It is said that in the earlier days of Edison's inventions, he had occasion to find a liquid that would dissolve paper, so he got 200 bottles, and put a piece of paper in each, and filled them with all the liquids and combinations of liquids he could lay his hands on. That was the way of doing it which an unscientific man would attempt, by a system of blind experiments; and, notwithstanding Edison's great results, they might have been yet greater had he earlier got to a scientific basis. So it is with many of us through life. We grope around, trying one thing after another, happy if in the end we hit it right.

This teaching of science, after the manner of the investigator, is not exclusively or even principally the function of the colleges. The habit of mind must be gotten in the earliest school days; must be developed through the years of the arithmetic and the geography, and then it matters not so much whether it is further nurtured in college times or not, for it will cling to its possessor through life, a source of pleasure and power.

And is it asking too much that in every county and city school in this Commonwealth the effort be made, however feebly? It is no harder to teach a little science than to teach a little geography. It requires less of material resources, no more of preparatory study, and will more amply repay the outlay. And if in this way the nation could develop a generation with scientific instincts, it would work a transformation in the government. It would steady us down to a consistent national life. It would end reckless financial legislation, and all the wild impulses that sway us to one side and the other of true statesmanship. Scientific facts will not do this. The addition of a string of "ologies" to our school courses will not do it, if that means so many more text-books learned. But the reproduction in the universal mind of the caution, the attention to the modifying effects of all the factors, the putting away of a desire to support preconceived opinions, which exist in the scientific mind—in short, making this universal mind scientific in its habits, will do it.

But how will we effect this? If we could teach science as well as we can classics and mathematics, and reading and spelling, the problem would be in a hopeful way of solution. But even the authorities have not yet determined in full the right way. Except a few far-seeing minds, no one knew how to teach science till a few years ago. Only this one point is now well established, that every boy and girl must be, to some extent, an investigator; and this includes two things, being an observer, and being able to use observations to detect method and law. Children will not learn these themselves, except in a few instances. They need instruction, and systematic instruction, as much in these object lessons as in any other. The teacher should know how to give it.

Does your child want to know at what temperature water boils? Let him not be sent to a philosophy book, but let him take a reliable thermometer and place it in boiling water. It may not make 212°—it probably will not. Let him try other thermometers, and other conditions, and an intelligent student will not only find at what temperature water boils, but he will find the modifying effects of other circumstances. Is not that discipline?—culture?—and the kind of culture he can use in practical life? Does he hear something of siphons? Let him fill a dandelion stem with water and properly invert it over a basin, and then try to reason out why the water flows up hill. Let him study the laws of falling bodies by rolling a ball down an inclined plane, properly marked with chalk. Let him study the motion of water in boiling, by a handful of chalk dust in a flask. Let him see the results of chemical action, by the union of water and quicklime, or of vinegar and genuine chalk. But it is useless to go over the list of experiments in natural philosophy and chemistry, that an original and properly instructed teacher can bring before her boys and girls. They only need the suggestions. The details and the results they should work out for themselves.

Nor is astronomy too great or too distant to be brought within reach of youthful investigators. It abounds with problems of a most suggestive and practical character. The time and place of rising and setting of the sun can be watched, and his height at noon by the shadow he casts, and then it will be easy to place a ball to represent the earth, so as to account for all his motions. The phases of the moon can be something more than a source of wonder. The great spot on the sun, that we had ten days ago, and such as we shall probably have again many times, can, with the aid of a little spy-glass, be made visible to a whole class at once. Shooting stars are a prolific field for juvenile work, and results of scientific value can come from the observations of primary scholars. Variable stars, many of them, need no telescope for their successful watch. The motions of the planets among the stars can be easily detected from night to night, and the cause would be readily suggested; while the ever, changing aspect of the heavens, the positions and names of the constellations and bright stars, will afford endless and interesting opportunities for thought and growth. A child can not stand out under the dome of the star-lit sky and not turn his attention to some of the problems there displayed, and feel the force of their greatness and beauty, and stretch his imagination from the deceptive but suggestive cognitions of

his senses to the vast realities which lie beyond without being placed in an attitude, not merely of wonder and reverence, but of healthy mental stimulus as well. The wise teacher can place him there and can start him on his career of observation in the heavens, the view of which he will have with him wherever he goes on this earth.

Then he can be taught to watch the clouds and read their portents, and he can follow the changing winds from day to day, and faintly trace the causes in effects of their changes; and he can gather up the snow-flakes in winter and see their crystallization; and notice the dew in summer, and the conditions favorable to it. The science of meteorology is an open book, unread by most of those before whom it is spread.

But, perhaps natural history is the most prolific field. One is at a loss where to begin. The changes of the caterpillar and the tadpole; the habits of ants and spiders; the curious arrangement of the jaws of the beetles; the hooks on the feet of grass-hoppers, by which they cling to surfaces; the sharp quills on the ends of the tail feathers of wood-peckers; the means by which plants spread their seeds, the down of the thistle and the trigger of the ladyslipper; the two sizes of stamen and pistil in the bluets, so that the same insect which carries pollen from the stamen of one will be sure to brush it on the pistil of the other.

But it is useless to give illustrations. There is no doubt of the feasibility of this kind of science teaching; and the indifference of many teachers to it, however excusable it may be, can only result in a loss to the children of this generation, not only of a great source of pleasure and of useful knowledge, but of one of the most practical means of mental culture as well.

Miss NARCISSA E. WHITE, representing the Woman's National Temperance Union, was now introduced, and delivered the following address on

SCIENTIFIC TEMPERANCE IN PUBLIC SCHOOLS.

"The hand that rocks the cradle,
Is the hand that rules the world,"

has long been the favorite adage of the American people; but, beautiful as this adage may be as a sentiment, stern experience, by the cold logic of facts, is rapidly persuading us that it has much less claim as a reality. In this age of scientific investigation and honest inquiry; in these days of doubt, and cavil, and dissension, when even the most sacred truths, before they are received, must be tried again as in a crucible, with fire; what wonder is it that the mother soon learns to her sorrow, that even after the most careful training of her child, he is confronted at the very door of the home with a hundred influences to lead him to contemplate with pitying contempt the most loving teachings of his mother, and receive with scarcely concealed scorn the most tender admonitions of his father. And so we are beginning to realize that the influence which has most power to mold the opinions and character of the present rising generation, is that which appeals more directly to the head, rather than to the heart—which brings to its aid the powerful assistance of the human reason, rather than merely the fluctuating force of the affections.

And the one institution of America which seems thus to appeal most directly to the intellect—which is not only to the boy, but often also to the man, the ultimatum of revealed scientific facts—which enters every class, which speaks to every child, and as a government-appointed instructor speaks with an authority which it is seldom attempted to gainsay or deny—is our American public school. This being the case, do you wonder that at last thinking humane men and women, sickened and saddened by the evils resulting from the use of alcoholic drinks, should at last have bethought them of this powerful ally to help stay the tide of intemperance? and although temperance instruction in our public schools is a comparatively new suggestion, yet already three States—Minnesota, Michigan, and Vermont—have, by the enactment of State laws, added Scientific Temperance Instruction to the *required* curriculum of the public schools of those States. The following is the text of the Vermont law, passed by its legislature last winter:

"*Be it enacted*, That Section — of the school laws of Vermont are amended, adding to the list of required studies in the public school, elementary physiology and hygiene, which shall give special prominence to the effects of alcoholic drinks, stimulants, and narcotics upon the human system."

The Michigan law is still stronger, requiring that before a teacher shall receive a certificate to teach in the public schools of that State, he must pass a creditable examination on his own knowledge of the deleterious effects of stimulants and narcotics.

Besides these States which by State law require this branch to be taught, temperance text-books, by the authority of the local school-boards, have been introduced and used in the larger cities and towns of many other States, viz; in Maine, fifteen of the larger cities, including Augusta, Bangor, and Portland, use them; in New York, six, including the city of New York; New Hampshire, 22; Connecticut, 8; Indiana, 4; Massachusetts, 24; Rhode Island, 21; Ohio, 15; Pennsylvania, 14.

In the legislature of Illinois last winter, the "Tubbs" or "Scientific Temperance bill," passed the Senate almost unanimously, and was very favorably received by the House; and the Chicago *Inter-Ocean*, in an able editorial upon the subject, says as follows:

It is time to study the laws of human life, as a matter of political economy, if for no higher reason. The annual cost, suffering, and loss of life, resulting from demoralizing habits, is something which cannot be computed in dollars and cents; but it is certain that the intoxicating liquors alone consumed in the State of Illinois in the year 1882, could not have cost the consumers less than $40,000,000. Thousands of people who are opposed to prohibitory laws to restrain the indulgence of debasing appetites, when asked what then is to be done to stay this tide of ruin, will exclaim: "Educate! Educate! Train children to know what they should eat, what they should drink, and what they should let alone." And this is just what such a bill proposes to do, and the vote of Wed-

nesday in the Senate, proves that Senators are statesmen, and are in earnest. "The school-master is abroad," says the Senate. Let him try his hand at this problem of regulating the use of intoxicating drinks, by substituting the energy of education for the energy of compulsion.

We thus see that the question of Scientific Temperance in our public schools is not a mere chimerical idea, originating in the brain of some half-frenzied zealot, but is one which is now engaging the attention and thoughts of statesmen and of editors.

And why should not this branch be taught in our public schools? Why does our State annually pay out millions of dollars for the support of these schools, and appoint careful overseers to guard their interests? Because the one avowed object of our public schools is to make good citizens of the State. What are good citizens? Those who are intelligent, moral, law-abiding, wealth-producing. But suppose that the children of these schools, with all their knowledge of arithmetic, geography, and grammar, are left by the school sin utter ignorance of the real nature of that poisonous beverage which so persistently tempts them on every hand, and which, when imbibed, will effectually *undo* the very work proposed to be *done* by our public schools—which will burn up their brain, impair their intellect, destroy their health, deprave their morals, and squander their substance; which will convert even the intelligent, industrious, law-abiding citizen into the fierce, lawless desperado, the gibbering idiot, or the dissolute wandering tramp—a pest, a burden upon the resources of the State which paid for their education—must not even political economy, to say nothing of humanity, declare that the schools have been criminally deficient in the instruction given?

But, I suppose, the only question which would arise in the mind of any teacher on this subject, will be: "*How* can it be taught? Already the curriculum of our schools is so crowded that everywhere the cry is raised of "want of time." But, is it not true that at the present time precious minutes, if not hours, are spent upon branches, or parts of branches, which are of far less importance than would be a knowledge of hygiene and physiology, in their relation to stimulants and narcotics?

Suppose it were impossible to give any definite, distinct time in the day to this particular branch, might not this study be introduced in connection with every other study of the course? For example, in the primary department every teacher must spend some time in "Object Lessons" to develop the perceptive faculties of the child, and arouse thought. Why not use for this object lesson a bunch of grapes, an apple, a head of barley or rye, an ear of corn, and, while giving to the child the same mental discipline, lead it to see that it is only by the vile process of decay and corruption, that God's beautiful grain and fruit, given for the nourishment of man, is converted into the fiery alcohol to disease his every organ.

In the intermediate and higher grades of the schools, a teacher writing, gives her experience as follows:

"I have not yet been able to give a definite time for the independent study of temperance; but I introduce it in *every* class. In my physiology class, as the pupils study the different organs of the body, one of my standing questions is: 'What would be the effect of alcohol or narcotics on that organ?' And the pupils, soon learning that this is a standing question, always read up on the subject, and come prepared with the answer. And I can testify that at the close of the term my examinations show that the diseased stomach, the paralyzed nerves, the hardened brain, the hob-nailed liver of the drinker, is as much a physiological fact in the mind of my pupils as the circulation of the blood, or the office of the gastric juice.

"In my class in literature, I ask, in connection with each author's history: 'Did he use stimulants as a beverage?' and link their knowledge of physiology and alcohol with the history of the man. In geography, as we study the map of those wine-growing countries, Italy, France, and Portugal, and of Germany, the land of beer, I ask the pupils to read up and find whether these nations are temperate nations or not. We having procured for the use of our school a small 'temperance library' for reference.

"Even in my arithmetic classes, I am able, incidentally, to give a temperance lesson. Many of my original questions are made up of figures taken from 'Our Wasted Resources,' by Hargraves, and from other books, showing the loss and cost to the nation and citizen, occasioned by the use of alcoholic drinks. For example, to my class in addition, I one morning gave the question: 'If the rent bill of Ireland, now so poverty stricken as to be on the point of revolution, is annually $57,000,000, and her drink bill for the year 1880 was $69,000,000, what is the sum total of these two bills?' And to my class in subtraction: 'If Ireland's drink bill is $69,000,000, and her rent bill is $57,000,000, what is the excess of the drink bill over the rent bill?'

There was a little political economy mixed in with arithmetic and temperance, and I am led to fully concur in the opinion expressed by one of the ablest county superintendents of this State, viz: that "Wherever a teacher has a *will* to teach Temperance in his school, he can always find a *way*." But, is there a teacher in Pennsylvania who would not have the will to do all he can to stay the tide of intemperance?

Teachers of Pennsylvania, why are you teachers of our public schools to-day? Why are you spending the best years of your life in such arduous toil, such weariness of body, mind and soul, as is experienced by no other profession in the world? Is it *merely* for the miserable moneyed pittance with which you may sustain life? Have you no higher object for your existence than this: "To eat, to sleep, to die, a brute—no more."

Perish the thought! I believe if there is one class of citizens which, more than another, outside of the pastor's desk, is actuated only by the purest motives of philanthropy, which is most free from selfish ambitions, it is the teachers of our public schools.

Teachers, then, after spending years of labor in educating that boy or girl for their country and their God, can you afford to have the fruit of all that toil destroyed, eternally destroyed, by the power of drink? Can you, for your own sakes, afford to suffer such a loss as this? The men and women developed from the boys and girls under your charge are your everlasting monu-

ments of glory or shame. Make them monuments of glory.

In the morning, sow the truth,
Nor hold thy hand at evening hour,
Never ask thee which shall prosper,
Which may bring thee wealth and power.

But let faith, with radiant finger
Lift the veil from unseen things,
Where thy golden sheaves are garnered,
And thy harvest anthem rings.

TEMPERANCE LIBRARY.

Several teachers and superintendents of schools having asked where they can obtain reference books on scientific temperance, and what books can be used as text books, Miss White gives the following information:

For primary schools, Miss Coleman's "Juvenile Manual" is best; price, in paper cover, 25 cts, sold by Mr. J. N. Stearns, 58 Reade St., New York city. For grammar departments, from the same publishing firm, "Hygiene and Alcohol;" price, in paper cover, 25 cts. For high-schools, academies, colleges, Dr. Richardson's "Science and Alcohol,".

A temperance reference library, containing thirteen volumes and several tracts, may be obtained from the same publishing house, for two dollars, consisting of the following books: Action of Alcohol on Body and Mind, by Dr. B. W. Richardson, F. R. S.; Physiology of Alcohol, by Dr. Wm. Carpenter, LL. D., F. R. S.; The Beer Question, by A. M. Powell; Fallacies about Total Abstinence, by Canon Farrar; Alcohol and the State, by Judge Pitman; Effect of Alcohol on the Human System, by N. S. Davis, M. D.; Alcohol as a Food and Medicine, by Ezra M. Hunt, M. D.; Ten Lectures on Alcohol, by B. W. Richardson, M. D., F. R. S., and others.

Further information desired in regard to libraries, temperance object lessons, etc., may be obtained by addressing Miss Narcissa E. White, Grove City, Mercer Co., Pa.

At the close of the address, Supt. A. T. PALM offered the following resolution, which was adopted:

Resolved, That the teachers of Pennsylvania should encourage and aid in having scientific instruction on temperance given, as far as practicable, in all the schools of this Commonwealth.

Supt. T. M. BALLIET then read a paper on the

DEFECTS IN OUR SYSTEM OF GRADED SCHOOLS.

That our graded schools have a great many advantages over the ungraded, is a fact which no one will deny. The work of teaching must be systematized, in order that it may be carried on with success and proper effect. This can be accomplished best in our graded schools. But this very system, if not wisely organized and skillfully managed, may, in a measure, interfere with the proper freedom that is necessary to effective teaching, and place the mechanic at the mercy of his machinery and his tools.

Out of this fact grow certain results at times in our schools that are not desirable, and that may be regarded either as defects of the system or consequences of its abuse.

It is the aim of this paper to call attention to some of these weak points in the otherwise excellent work of our graded schools. It is but proper that, if these schools have any defects, they should be pointed out by those who stand in friendly sympathy with them, and not by that dangerous, know-nothing party of educational critics, who, in the wisdom of their own conceit, condemn the whole system of graded schools without having the least acquaintance with its nature and operation.

It is a striking fact that comparatively few young men and women who have passed through a system of graded schools, from the primary to the high school, afterwards enter college and pursue advanced courses of study. Exception must be made, for evident reasons, in the case of those schools whose courses of study enable their pupils to enter college immediately upon leaving school, as also in case of pupils who did not pass through the lower grades, but received their elementary training in ungraded schools, and simply passed through the high school. By far the larger number of young men and women who take high rank at our colleges, received their early training in ungraded schools.

This fact seems to indicate that the teaching in graded schools often has the effect of destroying, in some degree, the love of knowledge in pupils of bright minds, and of fostering more or less a distaste for intellectual work, so that pupils leave school with the disposition to do anything else rather than continue their studies in higher institutions of learning. The work of teaching seems, in some instances, to be so modified, if not positively vitiated, by the complicated machinery of the system, that its effect on the minds of bright pupils is to deaden, to some extent, the interest in study that is absolutely necessary to successful school work.

These results are due, in great part, to the following causes:

The true conception of education requires that mental growth and culture be made the end in teaching, and the acquisition of knowledge only a means to this end. Interest in study springs not so much from the consciousness of knowing many facts, as from the consciousness of increased mental power. It is only when a child becomes conscious of its growth in mental strength that it conceives a genuine love for study and books. It, however, so happens sometimes, in our graded schools, that the above order is directly reversed. The objective point with the teacher, is to put his pupils in possession of the required amount of information to pass the examination for promotion. He feels that his reputation as a teacher depends, in great measure, upon the success with which this is accomplished. To reach his object he must make the acquisition of knowledge the end, and the development of mental power only the means. The consequence is, that instead of inspiring his pupils with a love of knowledge, he

gives them a surfeit of mere facts and principles, often mechanically committed, solely for examination purposes.

The character of the examination for promotion also vitiates his teaching in another view. He not only makes the acquisition of a knowledge of facts the chief end of his work, but he even seeks to determine in what direction the questions of the examiner may lie, what particular ground they will probably cover, and gives disproportionate attention to various portions of the work assigned to his grade, in order that his pupils may the more successfully commit the parts necessary to answer the examiner's questions. Thus, children are often required to commit insignificant names in geography, useless definitions in arithmetic, and unimportant dates in history, for no other reason than that they will be necessary to make the required per cent. for promotion. When a teacher allows the character of his work to be determined by false ends such as these, it should not surprise him if he should find that his pupils lose interest in their studies.

The character of the examinations of the Superintendent, to a very great extent, shapes and moulds the character of the teaching. It is, perhaps, here that examinations can do the greatest good, and likewise the greatest harm. The object of the examination for promotion ought to be not to determine the amount of knowledge acquired, but the degree of mental growth attained. The former is shown by the number of questions the pupil answers correctly in an examination; the latter is determined quite as much by the *manner* in which questions are answered, as by the fact that they are answered correctly, and to a large extent even by the manner in which the pupil makes mistakes. As it is possible to tell whether a man is awkward or graceful even by the way he stumbles, so it is possible to determine in a measure the degree of a person's mental culture by the manner in which he blunders in an examination. The examiner must view the results of the examination not as an index of what the pupil knows so much as an index of his mental growth and development. This is a difficult task, we admit, especially in the lower grades, but it is quite possible; and, if successfully accomplished, will remove nearly all the objections which it is so fashionable nowadays to bring against all examinations in public schools.

Since the teacher makes promotion the objective point in his work, all his teaching is shaped with that end in view. Where promotions are made at stated times during the year and pupils are promoted more or less by classes, the teacher finds that the main part of his work consists in preparing the dull and backward pupils of his class for the examination, and not the bright and diligent ones, for these will be able to pass the examination without receiving special attention. The consequence is that in many of our graded schools the teaching is directed and adapted not to the brighter, but to the duller part of the class. Explanations are repeated and drawn out at a length unnecessary for the brighter pupils, in order to reach the dull and backward ones. The result is that the better portion of the class lose interest in the recitation, and the teacher fails to hold their attention. In order to adapt his teaching to that portion of the class which it is most difficult to prepare for the examination, he destroys the interest in the recitation for the brighter members of the class.

He not only adapts his instruction to the duller pupils in his class, but he also assigns the lesson with the same object in view. In order that it may not be too long for one part of the class, he must make it too short for the other part, in consequence of which the brighter pupils of every class have less, often much less, work to do than they can do. Few things are more demoralizing to a pupil's intellectual habits than this.

Furthermore, when pupils are promoted by classes the better part of every class are necessarily obliged to go frequently over familiar ground in their studies, simply because the teacher finds it necessary to go over it for the sake of the backward pupils in the class. The result is that the subject becomes distasteful and uninteresting to the former, before it is thoroughly understood by the latter.

Again, if pupils are promoted individually at all times during the year, it is often impossible to avoid omitting some part of a subject which they need in order to continue their studies successfully in the grade which they enter. In either case there is a tendency to beget a dislike to books, and to foster a distaste for intellectual work.

In his zeal to prepare his pupils well for promotion, the teacher in graded schools often neglects, in a measure, the brightest pupils of his school, and bestows disproportionate attention on the less advanced. This work has, as it were, a leveling effect on the school, the bright pupils losing and the backward ones gaining by it, the aim being to get all of them ready for the same examination. This is, perhaps, the weakest feature of our graded schools, and is not altogether avoidable, even under the most careful and judicious supervision.

In this respect there is a marked contrast between graded and ungraded schools, as every superintendent who has had supervision of both must have observed. In ungraded schools the bright pupils are brighter, and the dull ones duller, than in graded schools. This results from the fact that in graded schools the teaching aims at the promotion of the pupils, and is consequently directed towards the duller ones; whilst in ungraded schools, there being no examinations for promotion, the teacher is continually tempted to give the most time and attention to the advanced pupils, in whose work he himself finds the greatest interest. In addition to this, the teacher in graded schools is continually made to feel that his work is estimated by the success with which he prepares all his pupils for promotion, whilst the teacher in ungraded schools feels that the merit of his work is judged by what he does for the bright and advanced pupils of his school. A few such pupils often receive as much of the teacher's time and attention as all the rest of the school together. No matter how poor the teaching

may be in the lower classes in his school, the reputation of such a teacher is made if he does satisfactory work with the few pupils who are bright and advanced in their studies. This is one reason why the majority of young men who go to college and enter the various professions are men who received their early training in ungraded public or private schools. They were the bright and favored pupils of these schools, who enjoyed special advantages at the expense of their duller fellow pupils. There is in this respect a serious defect, both in our graded and in our ungraded schools, the former doing injustice to the bright and promising, the latter to the dull and backward pupils. Whilst a great deal in this regard depends on the teacher—so much even that in some schools neither of these defects is perceptible,—there is nevertheless something in the system of work in both that has a strong tendency to lead to such one-sided work. There ought to be a remedy that would combine the advantages and remove the disadvantages of both.

The advantages of graded schools to a large extent rest on the division of labor as far as the teaching is concerned. It is assumed that the teaching can be done both more effectively and at less expense by classifying or grading the pupils, and assigning different grades to different teachers. Whilst this is undoubtedly true, the principle on which the division of labor in most graded schools is based, is a peculiar one; and, perhaps, deserves a moment's notice in this connection. In all productive industries the division of labor is based on the principle that the greatest proficiency and skill is attained by an exclusive devotion to a single line of work. This principle, applied to teaching in our higher institutions of learning, requires that each instructor should have charge, if possible, of only one department, and give instruction to all grades of students in that department. Thus we have in our colleges a professor of Mathematics, a professor of Latin, a professor of Greek, a professor of Mental and Moral Science, etc., each giving instruction in his own department to all the classes connected with the institution. If instead of this, one professor should have charge of the Freshman class, and give instruction to that class in all their studies, another professor have charge of the Sophomore class, and give them instruction in their studies, another professor do likewise with the Junior, and a fourth one with the Senior class, we should scarcely expect satisfactory results. Yet this is precisely what we have in our graded schools. Each teacher teaches all the branches belonging to his grade, so that pupils are obliged to study different parts of the same text-book under a number of different teachers.

The basis on which the division of labor is made, seems to be the assumption that there is a greater difference in method required in teaching children of different ages and grades of advancement, than in teaching the various branches; that difference of age and scholarship in the pupil requires a greater difference in the method of teaching than difference of subject to be taught. This we believe to be correct as regards the lower grades in our schools. Primary teaching has a distinctive character, regardless of the various subjects taught—a fact not yet as fully recognized as it should be. But as regards the higher grades, at least from the Grammar School up, the principle is incorrect, and is practically so regarded in its application to High Schools, inasmuch as in these different departments are assigned to different teachers. Every teacher has his favorite studies and his favorite branches to teach. As soon as the age and advancement of pupils permits, it is to the interest of the school to assign to each teacher only the branches which he is especially interested in and best qualified to teach. No teacher can create an interest in the minds of pupils in a study in which he is not himself interested, and to compel him to teach all the branches of the course for his school is almost a sure guarantee of poor teaching somewhere.

In many of our manufacturing towns and mining regions, there is a large number of children of indigent parents, who, whilst the schools are open nine or ten months in the year, can attend only for three or four months during the winter, being needed the remainder of the year by their parents, to assist in supporting the family. Having, in the nature of the case, no intellectual home atmosphere to stimulate them to study by themselves, entering school several months after the term has opened, and thus beginning their studies at an unfavorable time, and then attending school only for a few months, these pupils soon fall behind in their studies, fail to pass the examination for promotion, and get discouraged. The consequence is that in a few years they fall so far back in their studies that if they wish to attend school at all, they must be put into the lower grades, and classed with children often from four to six years younger than themselves. They would not object to reciting with children so much younger and smaller than themselves, if only pupils of their own age and size were seated in the same room with them, as is the case in ungraded schools, where the pupils of all grades are in the same room. But in graded schools, where pupils of different grades are by themselves in separate rooms, where such children would be at once made conspicuous by their size and age as the dull and backward pupils of the school, they positively refuse, in many instances, to attend school at all. Thousands of boys and girls between the ages of 14 and 16 throughout the mining regions of this State do not attend school at all from this cause alone.

It would seem that the matter could be remedied by establishing in every town, where the schools are graded, at least one ungraded school, open during part of the year, for the special accommodation of such children as cannot attend school more than a few months in the year, and are consequently unable to get along in the regular grades.

In nearly all our graded schools pupils are under the tuition of one teacher for at most only two years, and some for only one year, even on the assumption that there is no change of

teachers. Each teacher has charge of two or three classes or grades, in each of which the pupil spends only a year, and often less. The pupils move from the primary up to the high school, spending from one to two years in each school under the same teacher. This is virtually equivalent to a change of teachers for all the pupils of the school at least every two years. So that in graded schools, even where teachers hold their positions permanently, we have many of the objectionable features connected with a frequent change of teachers. In ungraded schools there is, in many districts, a change of teachers annually, or at least every two years; in graded schools, even where teachers hold their positions permanently, there is a change of *pupils* in each school about every two years, which is in many respects the same in result. In the one case the *teachers* change, in the other the *schools*. In addition to this change of pupils, as they pass through the different grades, there is, in many of our cities and towns, also an annual change of teachers.

We are of the opinion that an occasional change of teachers is desirable, and that schools sometimes suffer for the want of it, even in cases where the work is not unsatisfactory. A child, in the course of its education, should come under the training of more than one teacher. But whether such changes should be made as frequently as is done at present in many of our schools, is a question to which there can be but one answer.

Efforts have been made to retain pupils longer under the tuition of the same teacher by reducing the number of grades and increasing the number of classes, so that instead of spending two years in the same school, the pupil remains in the hands of one teacher at least three or four years. This is a decided improvement, and wherever judiciously carried out must produce good results.

In order to do satisfactory work in a system of graded schools there must be unity of plan, purpose and method. The work in one grade must be done in the light of and with a view to the work in the other grades. But by the present mode of division of labor it is made practically impossible for a teacher to have a thorough comprehension of the work to be done in all the grades. Teachers become experts in the work of their own grades, as far as that is possible under the circumstances, but are unable to see clearly the relation of their own work to that which is to follow it in the next higher grade, to which it is largely to be a preparation. Whilst there ought to be a certain completeness in the work of each grade, for the sake of those pupils who may not be able to attend school long enough to enter the higher grades, there must, at the same time, be a unity about the work in all the grades that requires that the teaching in each grade should be of such a character as to be preparatory to the next higher. It is true that it is the work of the superintendent to give this unity and organization to the work, yet at the same time he cannot do so in a mechanical, outward way, but must accomplish it through the intelligent co-operation of the teacher. The teacher must be able to comprehend intelligently the plans of the superintendent, and be able to do his work in the light of what preceded it and what is to follow. This is possible in case of comparatively few of the teachers in the lower grades. The consequence is that, in too many instances, we endeavor to make up by close supervision on the part of the superintendent, for the lack of breadth of experience and intelligent comprehension of the work on the part of the teacher. In many cases the teacher can only comprehend the method given him, not the ground and reasons for it; and thus, even when he does all he can do, he is at best only a good machine. This makes it impossible for the superintendent to allow the teacher that freedom that is necessary to effective work, and the teaching becomes mechanical and lifeless. It has been our observation that the most successful teachers in graded schools are those who, at some time, had taught ungraded schools, where they became familiar with the method of teaching pupils of various grades of advancement. This experience enables them, when they enter a system of graded schools, to comprehend the relation of their work to that of the other grades, and thus work in the light of an intelligent system and end. It might be wise for school directors and boards of control to require that applicants for positions in graded schools should have an experience of several years' teaching in ungraded schools.

These are some of the weak points or defects that greet us daily, to a greater or less extent, in the work of our graded schools. In many of these schools, under the supervision of able and judicious superintendents, scarcely any of them are to be found, whilst in others nearly all of them can be met with in one form or another. It does not fall within the province of this paper to suggest remedies; the task assigned us was simply to make out a careful diagnosis of the case, and bring to notice some of the weak features of the excellent system that has done so much for the educational interests of our cities and towns.

Mr. BUEHRLE: In one city of this State there are 14 grades before the high school, taking 7 years; every 5 months the pupil goes to a new teacher. One of the first elements of success is that the pupil shall be known to the teacher; but with an average of fifty pupils for five months this is impossible. There is hardly time merely to get acquainted, much less for the development of affection or reverence. Again, that instruction is most successful where the interval between teacher and pupil is not too great; the older children in a family have more influence upon the development of the younger than the parents have. I think it is not the fact that in graded schools the teachers aim at the duller pupils; but if it were so, it would be rather creditable than otherwise.

Dr. SCHAEFFER (Vice-President Shelley in the chair): Here is a concrete case. A lady in a city school had fifty-two pupils, and was of course ambitious to promote them; so she spent three months on the work of the grade, and the rest of the term on questions for examination. At the end of the year all but two or three passed a public examination in fine style, and the teacher was highly praised. Of course, a graded system is an advantage, but the sooner we open our eyes to the common abuses and defects the better.

Mr. LUCKEY: It is objected that graded systems destroy individuality. Is that not well? Individuality in perfection makes a savage state of society. Of course, graded systems can be abused, but no other method will give proper instruction in city schools. Of course, one *can* stuff for examination under any system; but that is no fault of the grading.

Mr. DOLAN: Frequent change of teachers need not be so serious a matter, if the pupil has been taught to do his work for himself. Nor need their individuality be destroyed, if you let them do their own work and take their own time. That we can get each pupil to work independently in arithmetic, I know by experience; and I believe language instruction can be systemized also. One point in examination is to test the ability of pupils to read, aloud and silently, from print and manuscript; and they cannot cram for that.

Mr. FOOSE: Individuality asserts itself in the organization of graded schools. Some have fourteen steps, some twelve; and the same nominal grade varies greatly in different places, so that teachers of pupils whose families have removed are greatly annoyed. Could we not get practical results from a convention of Superintendents of graded systems, who might formulate together a graded system whose steps might be at least similar throughout the State?

Mr. BAER: Is it true that there are fourteen distinct grades—fourteen teachers—in any city of Pennsylvania? If so, where? We must not forget that instruction is not only for imparting knowledge, but for mental culture, and carry along both together.

Mr. BUEHRLE: In Pittsburgh there are, or were, eighteen grades and eighteen teachers sometimes: that is a definite answer to the last question. Now, we want all the help we can get, and should court criticism. The questions that may come up should be fairly discussed. For instance, is it true, as some hold, that there is less original inventive genius in the female than the male mind? Is there a fundamental difference between man's and woman's thinking, which conditions their teaching? If these questions are to be affirmatively answered, remembering the large preponderance of female teachers in graded systems, we cannot charge all the defects to the fact of gradation. I do not wish to be understood as answering these questions, but simply presenting them.

Mr. LUCKEY: It don't matter if the pupil passes through the hands of forty teachers, if we make sure that the work is done well! We find no difference between the teaching of men and women, if they both have brains. You will get equally good teaching from both sexes, if they are treated alike, by affixing salaries to given places, and not paying a woman less because she *is* a woman.

Miss. LLOYD: I have been visiting the schools in Pittsburgh, and think they have their share of poor teaching as well as good. All the subordinate places are filled by ladies, only one or two principalships—so most of the good salaries go to men. If there is a difference in the instruction given by men and women it is not surprising; until within a few years, women had no chance to get the liberal education offered to men; but even with this objection removed, probably there will still be a difference; for I am not one of those who think men and women are exactly alike. After all, are there not some advantages in ungraded schools? I believe one is, that the teacher has more chance to impress her individuality on her pupils, for which there is not time under the graded system, which may do better intellectual work, but the moral not so well. So long as the large majority of our great men come up from the ungraded schools, we shall not be *quite* convinced by those who say the graded systems are in every respect superior.

Mr. REICHENBACH: What would be thought of one who in building a house should change workmen every few days, each tearing down what his predecessor had built? Yet this is what is too often done in schools which change teachers.

COURSE FOR GRADED SCHOOLS.

On motion of Supt. FOOSE, the question of the organization and course of study of graded schools, was referred to the Executive Committee of next year, with instructions to place it upon the programme.

AUDITORS' REPORT.

After music—"Twilight is Falling"—the

report of the Auditing Committee was presented by Prof. WALLER, as follows:

We, the committee appointed to audit the account of the Treasurer of the Association, Mr. John Morrow, for the year 1882, respectfully report as follows:

Balance in treasury reported by auditors last year.	$284 12
Fees from members during meeting at Pottsville.	522 00
Interest on note.	8 85
	814 97
Expenses of meeting at Pottsville .	533 90
Balance in Treasury.	$281 07

Mr. WOODRUFF: Is this to take the place of the Treasurer's report called for by the Constitution?

Mr. PEIRCE: I suppose this *is* the Treasurer's report, with the approval of the Auditors appended. At least, this is the only kind of report we have had for some years.

The report was adopted.

Miss SARAH BURNS, of Lancaster county, read the following paper, entitled

CRITICISMS ON MODERN METHODS.

If it be true that

> "We are the heirs of all the ages
> In the foremost files of time,"

it might be inferred that we have attained such a degree of proficiency in educational matters as to justify a season of rest; but the object of our meeting here argues the contrary.

Different methods of instruction arise to meet various educational wants, and these wants vary with the demands of the times. More comprehensive views require other methods. A neglect of some vital subject in one generation may call for a special, speedy and vigorous attention a few generations later, and subjects once all-absorbing are, later, considered only accessory. Methods are proper when they contribute to the desired end, and the measure of their efficiency is tested by the degree to which they secure this end.

We cannot deal with this subject abstractly. Methods bear the relation to educational wants of consequent to antecedent; and, again, they are means to an end, and not an end in themselves.

In considering the nature of education, Herbert Spencer says, "The most important question is, How to live?" not in the mere material sense, but in the widest sense. If we look at the conditions of a successful life, and find what is most necessary to be known, that, as a consequence, is most necessary to be taught, and by methods the most adequate.

It is an oft-repeated tale that every succeeding generation of Americans is growing weaker. The herculean labors of our grandfathers and grandmothers are paraded before our unwilling eyes until we feel like pigmies before giants, and we wonder if, after all, our life is worth living. So far as our physical degeneracy results from antecedent causes, we deserve commiseration rather than censure. But we become censurable when in our daily avocations we pursue a course which contributes to this element of weakness. Our ancestors, turning from oppression's yoke to this "land of the free," inspired with the assurance that they may have a personal interest in the wealth of this new country, made an undue expenditure of vital energy, without taking the necessary precautions for a recuperation of these forces; and, as Nature's laws cannot be violated with impunity, we find in the history of nations, as of individuals, that an undue expense of vitality long-continued, produces a proportionate impairment of the vital functions at a later day.

What are we doing for ourselves on this subject? It is true, during late years sanitary measures have been introduced into many of our schools; but the effects of these measures have been largely neutralized by the intense high-pressure methods employed in imparting instruction. The nerve tension under which many pupils are obliged to labor, is simply ruinous to their future health, and those who promise most, the ambitious and delicately organized, suffer most. The amount of study to be finished in a limited school term seems to require this close application, but any system of education which ignores the primal claims of our physical nature, has but faintly comprehended the fundamental condition of a successful life; and any methods of instruction that militate directly against the normal functions of our vital organism ought not to have a place in the routine of the school room.

And there are teachers who add to the pressure already upon their pupils, by manifesting a petulant, dogmatic, critical, unsympathetic manner, which has even a greater tendency to worry and distract the pupils than the actual work has, and thus keeps them in a state of perpetual antagonism. Teachers may, and indeed often do, drift into this channel unconsciously; it is perhaps one of the evils incident to the profession, or it may be "the love they bear to learning is in fault," but they defeat the very end they seek, and suffer the reflex action of it, for it afflicts those who give and those who take. Teacher and pupil literally prey upon each other. We have known teachers and pupils to think of their labor as of a frightful dream from the memory of which they could not escape. We have seen pupils return from the class-room with a look of terror upon their countenances, as though they might have been in mortal conflict with Apollyon; and these, too, were pupils who were faithful to a fault in the preparation of their lessons, and in an institution which stands foremost in our country because of the educational facilities it affords.

The victims of such methods cannot long withstand the wear thereby occasioned. It is not work that kills, but worry. And yet those preparing to teach dare not question the propriety of such a course, sanctioned as it is by high authority. I am not a pessimist, and am sorry that it has fallen to my lot to speak of the un-

pleasant features of an interest which is dear to us all; but "facts are stubborn things." No condemnation can be too severe, of a method that chills "the genial current of the soul," and degrades the delightful labor of mind and soul development, to the up-hill work of a mental hod-carrier. On the contrary, what can be more inspiring than the firm, kind, ready sympathies of a teacher?

Pertinent to this, Tennyson beautifully says:

> But what delights can equal those
> That stir the spirit's inner deeps,
> When one that *loves* but knows not, reaps
> A truth from one who loves and knows.

Another course pursued, designed to lighten the labor of the pupil, and stimulate original thought, is imparting instruction without the aid of a text-book. While this has merits that recommend it to a degree of favor in the teaching of said branches, yet this, universally applied, has a tendency to incline pupils to advance only as they are led, and having been helped too much in the lower grades, they are unable to help themselves in the higher, and Micawber-like, "wait for something to turn up," instead of turning it up for themselves. In other callings a man's ability is estimated by the amount and quality of work he can do; in our calling by the amount and quality he can induce others to do.

The results of the public school system are not yet what its friends desire. They are not in proportion to the amount of time and labor applied by teacher and pupil. This is perhaps most apparent in the ungraded country schools, where the term is short and there is a frequent change of teachers. The fact is, there is too much attention paid to the unprofitable, uninteresting details of the required studies.

It is claimed that modern methods are more systematic and comprehensive than those formerly employed. They certainly are, but they ought not to be permitted to monopolize the time which should be given to the end sought, nor should they subordinate the claims of individual pupils. When too much time is spent on minutiæ, general truths are not reached. We often teach better than we know when aside from regular work we widen our pupils' horizon, by telling them of things that were, or are, or may be.

When we remember that the only educational agency with which the majority of the children of our country come into contact, is the public school, this fact assumes an importance not lightly set aside. The educational wants of these children seem to be determined by the methods employed. In these schools there is need for a work not so absolutely necessary in towns and cities, where children are continually surrounded by influences that are valuable auxiliaries to school-room work. With the former class, the information received at school is their theme for discussion and reflection at home, and it finds a firm foothold in their minds, which are not engrossed by the restless, shifting, exciting scenes of town life. There is not only a demand, but an opportunity, for liberal work here, where there is no limited course of studies for the term. By a judicious adjustment of methods, the teacher may give an unparalleled influence to the children's career;—

> Omitted, all the voyage of their lives
> Is bound in shallows and in miseries.

The method in which the English language is taught in some of the schools of our Commonwealth is not the best, judging by results. This is true, especially, where the Pennsylvania German element prevails. Pupils are obliged to study grammar—the philosophy of language—before they comprehend the meaning of the words in an ordinary conversation. They are obliged to memorize rules which they cannot be expected to understand. The elementary sounds of the language receive little attention, as is evident from the cruel murders continually perpetrated on the "King's English," which are positively painful to every zealous guardian of the language. This ought not to be so, and need not. If attention be paid to this subject in the primary classes, a complete mastery of the sounds may be obtained before pupils leave school. We might show how time is misapplied in a similar manner in teaching other branches.

Teachers frequently complain that they have too much work to pay attention to any additional interests. The amount of labor will be great in proportion to their ability or tact in accommodating their methods to their work. Instead of daily following some Medo-Persian routine, let occasionally a lesson in general history be assigned. It may serve as a reading lesson; the difficult words spelled and defined will give the pupil a better hold upon them than twice the amount of time spent in preparing a lesson from the columns of isolated words in a spelling book. The location of the places therein named will furnish a lesson in geography. The association of places, events and dates, forms a combination which makes any one of them suggestive of the other, and geography thus becomes invested with a life and interest which cannot invest it in the ordinary method. These lessons may be reviewed by requiring pupils to write what they can remember concerning them, thus making them an important aid in the study of language; and, superadded to all this, the knowledge of history itself, than which no one study is so well adapted to contribute directly to a comprehensive education.

In a land where every man is a ruler, it is not enough that he knows that Rome is in Italy and Athens in Greece, without at least some knowledge of the dramas enacted there in those ancient centres of civilization—events which have moulded the institutions and shaped the destinies of governments and nations of to-day. The friends of our government have based their hopes of its permanency upon the superior intelligence of our people, but we are not sure that we have yet attained that degree necessary to its safety. Joseph Cook, in one of his late lectures, says the most significant *storm map* of the United States is that illustrating the illiteracy of our population. Of the ten millions of voters in our States, one in five cannot write his name; and of the eighteen million children and youth with

whose education the nation is charged, the average attendance at school is but six millions. Col. Armstrong, of the Hampton school, in a late article, confirms this thought when he says: "The most alarming feature of our country's present condition is the illiteracy of the South. President White, of Cornell, in his recent address before the Yale alumni, says: "One of the most important questions before our nation is the educational one. It is of prodigious import, because it is the question of 'educating our masters.' Every thinking man in the country accepts the principle that 'a controlling body of illiterate voters will in the long run ruin any country.'"

Heeding these messages from the warders on the watch-towers of our liberties, we cannot afford to fritter away our pupils' time and our own in

Giving to airy nothings
A local habitation and a name.

A teacher of liberal culture, master of his position, scorns to be limited by the trammels of any particular method, but wisely utilizes the best features of all, and cannot, as David could not, work in Saul's armor. He is above "rule or art." He marshals all his forces, and from his treasury brings forth "things new and old," and is borne onward by the strong, steady under-current of principle; and though popular prejudice and precedent may oppose him, he feels that "yet it moves."

In making astronomical observations, it is said, the time required in noting the details of the phenomena is subtracted from the entire time consumed by the observation, and is called the astronomer's "personal equation." Conversely, should we from all the time and labor spent upon our pupils, subtract that which lives but in the recitation-room, we fear the value of the work of an abiding character would often be represented by a very small positive quantity, in the pupil's "personal equation."

When Terence, once a Carthaginian slave boy, but then the "prince of the Roman drama," uttered the memorable words, "I am a man, and have an interest in all that concerns humanity," no wonder that the Roman theatre rang with applause, for he had sounded the key-note of the preservative, progressive force of nations through all subsequent ages. Though we cannot do all we desire for our pupils in the public schools, yet we may show them the possibilities of a true manhood and womanhood. We may begin the development of the principle that the individual is not all, and the state nothing; that the end of our existence is not self-aggrandizement, but the development of individual thought and action, an ability to contend with wickedness, superstition and ignorance, in high and low places; an intellectual alertness that comprehends danger before it is upon us, and gives willing aid to avert it. But we attain to a perfect mastery in our labor only when we possess that soul-magnetism from which emanate a suavity of manner, a ready sympathy, a comprehension of the sacredness of our work, which is the potent motor, behind any method, in securing a thorough and comprehensive education.

This power we may have, in proportion as we realize our Divine origin and destiny; for

Not in entire forgetfulness
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home.

Supt. GEO. J. LUCKEY, of Pittsburgh, read the following paper on

SUPPLEMENTARY READING.

All who are conversant with the leading educational topics of the day are doubtless familiar with the title of the paper which I have the honor to present for your consideration: it includes all school reading outside the regular text-books, and I propose to treat the subject under two general heads, viz: *Where should it be commenced?* and *What should it be?*

I am willing to concede that the present school Reader should have a place in the school room for the purpose of aiding the child in obtaining knowledge of the orthography and use of words; but I am unwilling that it should monopolize his time and attention throughout his entire school course. I do not object to a child's supporting himself, while learning to walk, by chair, table or wall; but I will not agree that he must continue this practice for months and years: and yet to my mind the practice of using a text-book in reading as a "help to read" throughout his entire school course, is no more pernicious and paralyzing to his mental growth than the constant fetters of artificial aid would be to the free development of his physical organization if applied during all the term of his adolescent years. Millions of children leave school without ever having read a story of more than two pages in extent; in fact, every child does so unless his school training has been supplemented by home instruction.

Instead of inculcating a love for the best authors in history and fiction, by the course pursued in most schools we encourage and foster the baneful habit of scrap reading in our pupils to such an extent that vast numbers of them make the journey of life without ever having read a book.

In contemplating the mental condition of one of this class, and lamenting his lost opportunities, we may fitly apply the words of the poet, and say of the result of this line of instruction:

But knowledge to his eyes her ample page,
Rich with the spoils of time, did ne'er unroll;
Chill penury repressed his noble rage,
And froze the genial current of his soul.

To counteract this evil, I would introduce, after the completion of the Second Reader, such books as "Robinson Crusoe," or the "Swiss Family Robinson," and a Child's History of the United States; and by giving the same time to the reading of books of this character that is now devoted to the text-book in reading, there will be abundant opportunity for all our children, within the term of their school-life, to read the history of every nation and people that has existed since the dawn of the earliest civilization.

I have stated that the Second Reader should be

the last of the regular Readers used; but this is merely a suggestion, for I would fix no arbitrary period at which to begin a general course of reading, but would recommend that it be commenced as soon as the child has a knowledge of a sufficient number of words to enable him to read intelligently the simplest stories that can be obtained; as to what he should read, let there be only the limitation that it be pure and good, and in harmony with the chords of an immortal nature. It might be from the daily papers, from magazines, from novels, from histories, from anything or from anywhere—if only the subject is pure and interesting and instructive. I would not exclude scrap reading, although I seriously object to limiting the child to it.

In teaching reading, there are three things to be kept constantly in view:

1st. *To teach a knowledge of words.*

2d. *To teach a knowledge of facts.*

3d. *To give the pupil a taste for good reading.*

For the purpose of acquiring a knowledge of words, no better agency can be used than the daily and weekly newspaper, from which can be culled appropriate paragraphs giving accounts of accidents and happenings—the subjects and actors of which are well known to the pupil. By this plan the class that but yesterday was dull and sluggish while poring over the well-worn and well-known pages of the school reader is awakened to new life—is made conscious of a new power, and imbued with a zeal and energy that were strangers to it while circling in the treadmill of the regular school work.

When the vocabulary of the child is sufficiently enlarged, I would so extend these selections that his reading would lead to the acquisition of important knowledge. I would advance him from the reading of local notices to the perusing of general news, including telegrams from all parts of the civilized world; and here I would introduce the study of "newspaper geography;" the subject matter of the article should be discussed by teacher and pupil in such a manner as to be both interesting and instructive. The city and country from which it comes should be located on the map, and the fullest elaboration given orally of the character of the people and their form of government.

But there is another object to be attained in school reading which is not reached by means of newspaper reading, viz: continuity of thought, which is necessary to be cultivated as the most important of the mental processes of the scholar; and its acquisition can best be secured by directing the attention to a single subject for an extended period of time, under the pressure of the most energetic concentration of the thinking faculties. If the schools overlook this point of mental culture, their work will be incomplete. This branch of training, however, may more properly be assigned to the highest primary and grammar grades, where history, biography, and carefully-selected works of fiction can be comprehended and enjoyed; the reading of this class of books will also create a love for pure thought and a pure style.

If the schools will but do their duty in supplementary reading, the yellow-backed, pernicious literature that flaunts its signal of vice from every news-stand, would soon be without a purchaser. Is there any one so gifted with imagination that he could picture contentment in the heart of a child; while reading the exploits of Dick Turpin, if the same child had reveled for years in the pages of Hume, Macaulay, Bancroft, Addison, Taylor, Abbott, Shakespeare, Scott and Dickens? The fault of our schools in teaching reading is, that too much time is given to manner, and not enough to matter—we teach how to emphasize, but not how to understand—we give too much time to oral expression, and not enough to mental culture.

The chief advantage which is derived from the study of the ancient languages, comes from the fact that the whole time and energy of the student is given in the effort to comprehend the thought of the author, and no time is wasted in elocutionary clap-trap.

To be a good oral reader or public speaker is certainly a great accomplishment, but I do not believe either of them to be of paramount importance.

Under the present plan of teaching reading, one would suppose every child was being trained (and badly trained) for the forum or the stage, no notice being taken of the fact that not one in a thousand will ever be public readers; and the nine hundred and ninety-nine are required to drill for years on emphasis, facial expression, and gesture, to the almost entire exclusion of the more weighty consideration, *a ready comprehension of the written thought.*

If, in after years, some one of our present pupils should be discovered seated in his own parlor, reading a scientific article from the "Popular Science Monthly," and wildly throwing his arms in every imaginable direction, while twisting his face to give expression to the words of the author, it would very likely suggest the propriety of appointing a commission *de lunatico inquirendo.* Alas! the hours that have been wasted in training the twelve-year-old child to properly deliver the masterpieces in thought and oratory of Pitt, O'Connell, Webster, Clay and Calhoun—when it is apparent to every thoughtful person that this same child will have to wait a score of years before he will have sufficient mental development to grasp the conceptions of these great men.

Thomas Jefferson said, when contemplating the institution of slavery, that he trembled for his country when he reflected that "*God is just!*" I, too, tremble for my country when I reflect that *that justice still lives*, and is the pursuer of all faithless husbandmen in the vineyards of the world who bring "nothing but leaves" to the Master's harvest, and with sinful prodigality fling away the precious hours of our youth on the barren wastes of fruitless theories and idle speculations.

Mr. BALENTINE: How about the law on this subject? Have we any power to introduce reading-books other than the series adopted by the school board?

Mr. LUCKEY: I don't know about that;

but if the children buy and use the books ordered by the Board, and others besides, the book agents will be quiet, and nobody else will complain.

Dr. WICKERSHAM: We all have a perfect right to introduce supplementary books as works of reference—you may fill the shelves of a school library with books, and use them for the purpose under consideration; they are not text-books in the legal sense.

Mr. LUCKEY: I know that our Board *does* buy reading books, histories, etc., for such use in the schools, and there has been no objection.

Adjourned to 8 p. m.

THURSDAY EVENING.

THE exercises were opened with music by the orchestra, after which Prof. MONTGOMERY offered the following resolution, which was adopted:

RESOLUTION OF THANKS.

Resolved, That the State Teachers' Association of Pa. return a most cordial vote of thanks to D. C. Reinhart, Esq., Superintendent of the Philadelphia and Reading Railroad—to E. B. Campbell, Esq., Superintendent of Dodge's Mills—to Payne, Cochran & Company, and to the Susquehanna Boom Company, and to the "Local Committee on Excursion to the Boom and Saw Mills," for arranging the excursion up the river on Wednesday afternoon.

TRIBUTE OF RESPECT.

Mr. H. H. SPAYD, of Minersville, offered the following, which he said was a deserved recognition of the services of two able and conscientious scholars and teachers, and earnest Christian men:

Resolved, That in the death of Dr. J. W. Danenhower, late principal of the schools of Minersville, Schuylkill county, and in the death of Prof. E. T. Burgan, for some time a teacher in the same county, the cause of education has lost two able and conscientious laborers, and this Association regular attendants and active participants.

Supt. WEISS seconded the resolution, saying that he knew both these teachers, and could endorse every word that was said of them.

The resolution was adopted.

COMMITTEE ON EXHIBITS.

On motion of Supt. TRANSEAU, the following Committee on Exhibits of drawing, etc., was appointed: A. H. Berlin, West Pittston; Miss Kate Neumont, Pittsburgh; Miss Fannie S. Nash, Williamsport; T. P. Johnston, Johnstown; Miss Lola Zug, Lancaster.

After music—a solo by Miss RENA CAMPBELL, of Philadelphia—President MOFFAT, of Washington and Jefferson College, addressed the Association on.

THE PRINCIPLES AND PHILOSOPHY OF TEACHING.

Being unable to speak on educational topics with the authority of experience, I prefer to discuss the elementary principles or philosophy of teaching. Many of you may congratulate yourselves on knowing more about the subject than myself, and I leave to the State Superintendent and Executive Committee the correction of my errors.

Early lecturers on education traced the word sometimes from *e* and *duco*, and sometimes from *educo*, and I cannot decide between them. Going back to the Greek *didasco*, we again have choice of two meanings, one containing the idea of breaking up or dividing, the other that of kindling, or lighting. There is a close analogy between the building up of the body and the mind by the appropriate food of each. Both must be fed at first, and for both the food must be broken up. We begin with "milk for babes," then give soft food, then solid food in small portions—man never outlives the necessity of breaking up his food. Nor can knowledge be fed in the lump—we must begin with simple facts, and by piecemeal cover the whole realm of mind. The mental food first given is analyzed for the child, until he gradually learns to analyze for himself. Just here we find the reason why excellent scholars may be poor teachers—they have not developed the power to analyze the knowledge they have, so that the pupil can apprehend it; while another teacher may do this so well as to enable his pupil to do work that he himself cannot. We may learn from the late experience in the Boston schools, that it is never safe to *assume* that the child is in possession of the simplest elements of knowledge. The mind must do its own growing; we can only preside over the acquisition of knowledge, which is the prime object in early education—later, the prime object is mental discipline.

When we have arrived at this later stage, we no longer prepare the food for the pupil as before. Just as we teach him to prepare his own bodily food, so now with knowledge. Discipline is gained by the forms in which knowledge is presented; and it is because of their value in this discipline that Greek and Latin have maintained their place in the high school and college. Even if they are forgotten, or not used, the work they have done in training the faculties remains; and so also with the higher mathematics. Hence we do not aim to teach only what is directly utilized in after life, but use such studies as shall give training that will be useful for all purposes.

But the second meaning of our term—to kindle, to "enthuse," as it were, must not be overlooked. It is not enough to break up the men-

tal food, to present it in proper form. We must kindle, inspire, first ourselves and then our pupils. Better for a child to be placed in care of one who can kindle the love of knowledge, than under the profoundest of German metaphysicians who coldly reads his lectures. Let us remember, fellow-teachers, that it is the great business of our lives to kindle this enthusiasm for knowledge; and among the best agencies for the purpose are assemblies like this, where we all draw inspiration from each other.

Mr. REST BAKER'S violin solo, "Home, Sweet Home," introduced at this point, was perhaps the most popular musical feature of the session.

Dr. J. P. WICKERSHAM then delivered the following address, on

THE NEXT STEP.

At Pottsville a year ago this Association passed a resolution thanking the President of the United States for the appointment of one of its members as Minister to Denmark. I read it at Copenhagen, four thousand miles away, and have never felt nearer to you, nor more deeply devoted to the cause you serve, and to which I have given nearly all my active life. I am here to-day to thank you most cordially for that remembrance.

Twenty-seven years ago I attended a meeting of the Association in this city. I was then its presiding officer, and again twenty years later; and I may as well remind you that you are under a pledge to elect me president for the third term in 1895, and so on every twenty years. That session of 1856 was very different from this —we had no exhibits of books and drawings, and no music like this we now enjoy—it was only a plain, old-fashioned, substantial meeting of a few school men, some of whom reached here by the swift-moving canal-boat. Looking around me here, I find but three or four who attended that meeting: some have stepped out of the profession; others—Bishop Potter, Thos. H. Burrowes, Allen, Stoddard, and other leading men—have stepped down into the grave. I should not like to admit that the assembly then was less able—certainly it was not less earnest than now; but great progress has been made, many steps have been taken, since then. And now, as we step into another year, it is well to inquire what great work now lies ready to our hand—what battle is now to be fought—what is to be the next step? As the men of that day returned to their homes, the Normal School question was earnestly discussed, and the law now on the statute-book was sketched out: to-day we have been considering some of the results—and how much has been done!

But now, what are *we* going to do? It is not enough to sit down and enjoy the fruit of those early days of toil—there is earnest work yet to be done; we must continue to grow, or we shall begin to die—there can be no stand-still policy. There is plenty of room for our school system to grow yet, after its two hundred years of development—its evolution is not yet perfect. The germs of all we have may be found away back in the old Frame of Government for Pennsylvania, written by William Penn before he came to America; but the schools then were endowed by private munificence, the rich pupils paid for their instruction, and the poor were taught free. It was not until 1834 that the people grasped the great idea that all—rich and poor—should be taught together, and all instruction should be free. Step by step the new idea made its way to final establishment: at first the tentative plan was adopted, and the people voted for or against schools; in 1849 the system was made absolute; in '54 came the county superintendency, in '57 the Normal schools, in '64 the orphan schools, in '67 the city superintendency—and so we have been climbing for two hundred years to the position we hold to-day.

What, then, shall be the next step? I do not mean the codification of the school law: that is very necessary, and was officially recommended year after year, for though common sense can easily interpret the law we have, it seems the lawyers have trouble with it, and it should be codified for their benefit. My able predecessor warned me that lawyers would lead me astray; I heeded the warning, and in my fifteen years, though many cases went to the courts, and several to Supreme Court, no Department decision was reversed. Lawyers deal with dead statutes, and interpret by the letter; the school law is a living organism, and must be interpreted according to its spirit. Even the Supreme Court, wise as it is, is not omniscient; and a recent decision seems rather ill-considered; for while it may be true that district superintendents cannot be directly elected as such, what is to prevent a board from electing 12 teachers for 11 schools? and I have not the slightest doubt that when that point is definitely presented, the decision will be thus modified.

Nor do I think the next step should be amending the law. There are amendments that ought to be made, some of which are indicated in the last Department Report; the minimum term should be made six months—school architecture should be regulated—the constitution of examining boards at Normal Schools should be changed, for if anything needs reform, certainly that does—all these matters are important, but not essential; the school system can go on for awhile without them.

But what I *do* believe should be the very next step, is the bringing into the schools of the tens of thousands of children who are growing up in our Commonwealth with no education whatever. We should all unite together, and reach down to the nearly one hundred thousand children of Pennsylvania who do not go to school; and I am here to-night to preach a new crusade against this last stronghold of the enemy.

Does any one think the figures are exaggerated? The last census says that 146,000 people in Pennsylvania cannot read, and 228,000 cannot write their names. In 1868 there were more than 20,000 children out of school in Philadelphia alone, and 4,000 in Pittsburgh; and when I ventured to give an opinion about my own town, and the indignant directors sent out a

man to get the facts, they did not dare to publish them, because they found more than the three or four hundred I had estimated; even to-day you can find a large number here in Williamsport—and it is true everywhere throughout the State.

Here is the next step—to contrive some way to care for these neglected ones. Of course it will be a fierce, bitter fight; but we are not less brave than we were in '34, or '54, or '57, and we cannot afford to turn this work over to the next generation, when we have the men and the leaders here and now. With this dark cloud overhanging us, this quagmire endangering the ground under our very feet, it is time we were moving in this matter. Let us all unite—teachers, superintendents, Normal school men, State officers—in an earnest effort to bring these children into school. I shall have no command in this fight—I did my share of that in the thirty years gone by—but I can follow the example of old John Burns, take a musket and fight in the ranks. Not one of us can afford to shrink from this work: it is God's work, and we must not—dare not—leave these little ones to perish.

Miss McClintock sang "The Bend in the River," after which Dr. HIGBEE made the following address:

ADDRESS BY DR. E. E. HIGBEE, STATE SUPERINTENDENT.

I am thankful for this opportunity to express myself freely on the subject of public instruction in the Commonwealth of Pennsylvania. To meet the educational wants of this great State—almost an empire in itself—we have three great factors: (1) The Common Schools; (2) Academic and Collegiate Institutions; and (3) Professional or Technical schools. All these are equally necessary, and although not very closely related externally, their internal relation is intimate. No common school system can be well organized that does not take into view the whole *estate* of learning. The higher education towards which the whole development of mind directs itself must make itself felt at the very beginning as a plastic directing power; and all professional schools should rest upon a thorough and full academic course preceding, to give solid strength and proper self-possession to the candidate. All are indeed bound together, and should not be severed any more than the root from the ascending axis, or that from the ripened fruit.

We cannot now consider the relation of these three great factors in detail, but must confine ourselves to the Common School—the fundamental factor—the substratum of culture upon which the whole superstructure rests.

From the fact that nearly all the children of the State are gathered into these schools, and come thus under that first systematic training which is to point them forward to their proper place in the advancing civilization of the world, the office of the common school teacher is of vast account. The direction of a *whole generation* is in the hands of our public school teachers; and if their work is not vigorous, firm, and with proper aim, it becomes a failure—yea, more than this, it becomes a disastrous wreck. Look, teachers, at the possibilities lodged in the 945,000 children under your charge. Remember that from their ranks must come the ministers, lawyers, judges, legislators—the whole guiding manhood and womanhood of the coming age—all who are to fill, as we crumble into dust, the diversified offices of civilized life. In this view, how important becomes the kind of start you shall give them—the sort of impulse and inspiration you may help them to towards the true ends of life! How much more is to be considered than "the three R's"—the tools merely of education, not its soul!

Perhaps no admonition is more necessary in our day than this—Don't be in a hurry! No fault, in my judgment, demands more immediate attention. As pedagogues we are apt to forget that we are not the child's only teachers. The flowers, the clouds, the winds, the stars, the whole universe—are teaching him, and we must give him time to feel their power and glory. Divine Providence hath made him the nursling of these all-prevading presences, and we must not dare rudely to snatch him away. What authority have we to put a child of eight to calculate the difference of time between Hong Kong and Washington, who knows not as yet how feebly the revolving hands of the clock record the spinning earth as it whirls around the sun! What right have we to task his mind with analyses which we ourselves can scarcely grasp, when the little mind is happy as it wonders at the august syntheses that surround it? By our ambitious hurrying and crowding we cripple and dwarf the children into precocious pigmies. Don't hurry, but let the life of the family and neighborhood, the impulse of surrounding associates, the inspiring atmosphere of the mother-tongue, as it sweeps against their faces from the playgrounds and streets, the face of nature smiling now benignantly upon them and now awe-inspiring with the grandeur of its divine countenance—let all this join with your work in its gradual, sure, steady culturing power. Work not for ex-

aminations, for the brief show of a moment —a transient and generally prideful exaltation, but, in view of your responsibility to God and the State, work for the future lives of those entrusted to your care, for their characters as men and women. Take not so much interest in perfecting the "system," and in its glorification, as in the perfecting of the child, for he was not made for the schools, but the schools for him.

A word about the so-called "bone of contention," the Normal Schools. We must have teachers. Parents cannot do the work. The clergy cannot, and indeed the church is so divided in its confessions, as to be unable to furnish any common confessional ground. Teachers the State must have. Where shall we find them? shall we pick them up at random, and put them to a work so significant, and so far-reaching for good or for evil? While we pay large sums for the highest skill in analyzing oils and testing the quality of iron, shall we forget the greater necessity of skillfully-trained inspectors and promoters of the growth of mind and soul? We must have schools to give us trained teachers and superintendents, fully acquainted with the best methods of instruction, and with clear grasp of the philosophy of their work. Such schools are not for children, however, but for those whose attainments are already such as to enter upon this professional study with some consciousness of its particular import and responsibility. Such schools, therefore, should have for their Professors the very best talent at hand. Colossal men are needed—men like Pestalozzi, Frœbel, Rosenkrantz, Wickersham, and others—men not only of the very highest and broadest scholarship, but men of great professional experience. With infinite pleasure shall we hail the day, when with such professional schools for teachers, we may receive the graduates of our Colleges and higher schools of learning, as do the schools of Medicine and Law. The time may come, yea, ought to come, when our most learned and experienced men will see the necessity of furnishing our common schools with such professional teachers as can be safely allowed to guide and inspire and control the civilization of the age.

In conclusion, let me say to my friend, that he will not take "the next step" alone. We will all be there; we will fight that battle together, and we will conquer. Already more than a majority of the thinking people of the Commonwealth are ready for it, and before long we will congratulate each other upon victory.

CLOSING EXERCISES.

The CHAIR stated that the enrollment was 447, and of these, 144 were from Williamsport and Lycoming county—so that over three hundred teachers were present from other parts of the State. The success of the meeting was largely due to the industry and efficiency of the Chairman of the Executive Committee.

The Treasurer, Supt. MORROW, said that the income of this session was more than at any meeting for some years past, being $725, and the expenses $630, with a few bills still to pay.

Mr. LUCKEY hoped the practice of calling the older members by the cold title of "Doctor" would be abandoned. He would rather say and hear Father Wickersham, or Father Woodruff, or Father Houck. But he wished now to offer this

RESOLUTION OF THANKS.

Resolved, That the members of this Association hereby express their thanks to the good people of Williamsport, for their unbounded hospitality; for their cheerful coöperation; for their warm greeting; for their kind words; for their unfaltering interest in our meetings; for the genial, warm-hearted manner in which we pilgrims have everywhere, and on every occasion been received, and finally, for their bright looks and pleasant smiles.

Mr. HOUCK: I endorse that resolution. Though I was disappointed in getting the Pittsburghers over to the ocean to wash the soot off them, I am quite satisfied with what we have experienced here. During my frequent service on the Executive Committee, I have never seen such cordial coöperation; everybody worked together. The drawing exhibit here is remarkable; since the Centennial display in Pennsylvania Hall, we have had no finer exhibition than has adorned the court-house this week. We have had a good time, and will go home better men and women, and therefore, better teachers.

The resolution was adopted.

INSTALLATION.

The retiring President appointed Messrs. Sickel and Peirce to introduce the President-elect, and on resigning the chair, presented his congratulations, wishing him the same coöperation that had been extended to his predecessor.

President BAER: I appreciate highly the honor conferred upon me, and especially the courteous manner in which it was done; and I shall discharge the duties of the office to the best of my ability, hoping to be accorded

the sympathy and coöperation enjoyed by my predecessors. While we carry away with us golden memories of the past, let us not forget the future. We have decided to go abroad next year, and it is incumbent upon us to send such a representation from Pennsylvania as shall make our part of the tri-State assembly an unquestionable success. Every exercise we conduct should be truly representative of Pennsylvania thought and Pennsylvania character. I extend to every teacher a cordial invitation to come to Chautauqua, and bring their wives, their sisters, and their cousins; all will be welcome, and provision will be made for their enjoyment. If nothing else will satisfy Mr. Houck, he can dip the Pittsburghers in the lake. Let there be no failure in the matter of attendance; our efficient Executive Committee will be responsible for the programme. We will now adjourn.

The long-metre Doxology was sung, Dr. MOFFAT pronounced the benediction, and the session closed.

MEMBERS IN ATTENDANCE.

ALLEGHENY—5.
Geo. J. Luckey,
G. L. Haliday,
M. B. Sloan,
J. C. Dolan,
Kate Neumont.

ARMSTRONG—1.
D. C. Stockdill.

BEAVER—2.
J. S. Briggs,
E. C. Lavers.

BEDFORD—2.
J. H. Cessna,
E. Francis.

BERKS—6.
David S. Keck,
N. C. Schaeffer,
Mrs. N. C. Schaeffer,
S. A. Baer,
Kate L. Holmes,
Henry F. Bitner.

BLAIR—4.
John H. Stephens,
D. S. Keith,
P. H. Bridenbaugh,
Emma S. Isenberg.

BRADFORD—9.
Geo. W. Ryan,
George F. Stone,
Geo. M. Marshall,
Edwin E. Quinlan,
A. D. Albert,
George Moscrip,
E. L. Phœnix,
R. L. Morse,
Emma Bush.

BUCKS—8.
W. W. Woodruff,
Elizabeth Lloyd,
Mary L. Jamison,
Lillie A. Jamison,
Mary Cadwalader,
Harriet Walton,
Sallie Titus,
Cynthia Doane.

BUTLER—1.
Jas. H. Murtland.

CAMBRIA—3.
L. Strayer,
T. B. Johnston,
Elsie Coover.

CAMERON—1.
N. H. Schenck,

CARBON—2.
T. M. Balliet,
W. H. Rauch.

CENTRE—8.
D. M. Wolf,
Geo. W. Atherton,
Jas. Y. McKee,
D. M. Leib,
A. Williams,
Carrie M. Humes,
Lizzie Shortlidge,
Josiah Jackson.

CHESTER—15.
Jacob W. Harvey,
Geo. L. Maris,
G. M. Philips,
D. M. Sensenig,
H. F. Leister,
Maggie Speakman,
Sarah Hughes,
Susie C. Lodge,
Lydia A. Martin,
Rachel S. Martin,
Emma J. Longstreth,
Lida Wilson,
Tamzin A. Rennard,
Edith Pennock,
Maggie Ferron.

CLARION—1.
J. G. Anderson.

CLEARFIELD—2.
M. L. McQuown,
Matt Savage.

CLINTON—7.
Thos. N. Magee,
A. N. Raub,
John A. Robb,
Rose Morgan,
Sallie E. Rhoads,
Mary Williams,
Abbie Haynes.

COLUMBIA—10.
D. J. Waller, Jr.,
Wm. Noetling,
J. S. Grimes,
Georgia Pursel,
Ida Turnbach,
H. W. Buckingham,
H. A. Curran,
Christie B. Welliver,
Alfred Hower,
Edith Barton.

CRAWFORD—6.
C. F. Chamberlain,
R. M. Streeter,
H. R. Roth,
Maria L. Kepler,
Eliza Dickson,
Mary E. McClintock.

CUMBERLAND—1.
S. B. Heiges.

DAUPHIN—12.
R. M. McNeal,
L. O. Foose,
S. D. Ingram,
J. N. Beistle,
Jennie F. Givler,
Virginia F. Sample,
Sharon Stephens,
Lile George,
Anna Marshbank,
O. S. Houtz,
Franklin Smith,
John M. Sauder.

DELAWARE—7.
C. F. Foster,
Mary L. Dunn,
Mary B. Oat,
Lizzie G. Worrell,
Anna M. Worrell,
S. Miriam Beatty,
Barbara Davis.

ELK—2.
Geo. R. Dixon,
Lawrence Fee.

ERIE—4.
Chas. Twining,
H. S. Jones,
J. A. Cooper,
G. A. Langley.

FAYETTE—2.
R. V. Ritenour,
Clara S. Lange.

FOREST—1.
J. E. Hillard.

FRANKLIN—4
H. A. Disert,
J. H. Shumaker,
Sadie M. Parker,
C. H. Robertson.

FULTON—1.
Jos. F. Barton.

GREENE—1.
W. M. Nickeson.

HUNTINGDON—4.
W. R. Baker,
Geo. W. Hull,
S. S. Shimmell,
John H. Holtzinger.

INDIANA—1.
S. J. Craighead.

JEFFERSON—1.
Wm. A. Kelly.

JUNIATA—1.
Wellington Smith.

LACKAWANNA—7.
H. Evelyn Brooks,
L. R. Fowler,
S. H. Moore,
Kate Burke,
Mary L. Jay,
J. Elliot Ross,
James F. Foley.

LANCASTER—14.
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R. K. Buehrle,
J. P. Wickersham,
J. D. Pyott,
J. V. Montgomery,
Wm. Riddle,
J. P. McCaskey,
E. Oram Lyte,
Wm. B. Hall,
I. S. Geist,
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Sarah Burns.

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John Q. Stewart,
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Mrs. E. A. Stevenson.

LEBANON—9.
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J. T. Nitrauer,
Henry Houck,
Geo. W. Houck,
W. S. G. Rupp,

Hettie Kendall,
Lizzie Brotherline,
Carrie Altenderfer,
Helen R. Shirk.

LEHIGH—5.

J. O. Knauss,
L. B. Landis,
A. F. K. Kraut,
P. B. Oswald,
A. R. Horne.

LUZERNE—8.

Jas. M. Coughlin,
Thad. M. Conniff,
R. N. Davis,
A. H. Berlin,
Frank W. Larned,
A. B. Dunning, Jr.,
David A. Harman,
T. J. McConnon.

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Maggie Laird,
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Adaline Colcord,
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Carrie Stevenson,
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Jesse Newlin,
D. L. Moll,
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W. B. Diefenderfer,
J. Arthur Jones,
J. H. Michener,
H. H. Spayd.

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SNYDER—4.

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Mollie Fleming,
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D. C. Thomas,
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Mrs. P. W. Haring,
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W. A. Lepley.
Emma Housel.

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S. H. Prather.

WARREN—1.

S. F. Hoge.

WASHINGTON—9.

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Lizzie Howarth,
J. D. Moffat,
Jeannette Brownlee,
Lizzie Stewart,
F. E. Sandford,
Joseph Jennings,
Geo. P. Beard,
Theo. B. Noss.

WAYNE—3.

C. D. Arird,
H. B. Larrabee,
J. F. Dooley.

WESTMORELAND—1.

J. R. Spiegel.

YORK—3.

D. G. Williams,
W. H. Shelley,
F. L. Spangler.

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S. D. Barnes, New York,
J. H. Haldeman, Westfield, Mass.,
Isaac Powers, Youngstown, Ohio,
E. L. Powers, Youngstown, Ohio,
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2. Now the ro - sy morn is come, Of merry, gladsome May, With birds that carol, bees that hum—A

to our greeting come: Come where music float - eth oft, On soft and balmy air:
welcome, hap-py day. Wild flowers now in fair - y nooks are shedding sweet per-fume, The

f

Ye whose hearts by grief are stirred, And ye whose skies are fair.
Spring makes glad the mossy brooks, And all the meadows bloom.
Tra la la la la la la

la la la la la la la la, Tra la la la la la la la la la la.

Sound our voices long and sweet, And roll the stirring drum; Friends and neighbors round us meet, And

to our greeting glad - ly come, To our greeting glad-ly come, To our greeting come.

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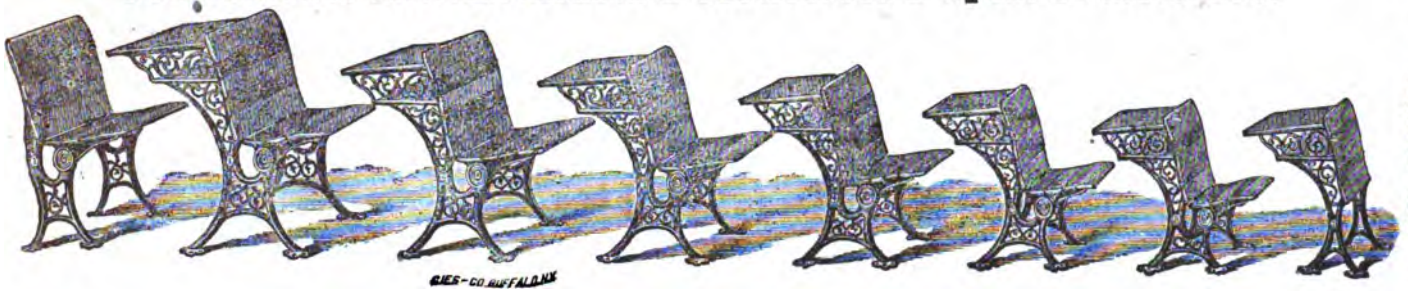

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IMMORTALITY: HE "KEEPS HIS WORD WITH US."

BY RALPH WALDO EMERSON.

IN the year 626 of our era, when Edwin, the Anglo-Saxon king, was deliberating on receiving the Christian missionaries, one of his nobles said to him: "The present life of man, O king, compared with that space of time beyond, of which we have no certainty, reminds me of one of your winter feasts, where you sit with your generals and ministers. The hearth blazes in the middle and a grateful heat is spread around, while storms of rain and snow are raging without. Driven by the chilling tempest, a little sparrow enters at one door and flies delighted around us till it departs through the other. Whilst it stays in our mansion it feels not the winter storm; but when this short moment of happiness has been enjoyed, it is forced again into the same dreary tempest from which it had escaped, and we behold it no more. Such is the life of man, and we are as ignorant of the state which preceded our present existence as of that which will follow it. Things being so I feel that if this new faith can give us more certainty, it deserves to be received."

In the first records of a nation in any degree thoughtful and cultivated, some belief in the life beyond life would of course be suggested. The Egyptian people furnish us the earliest details of an established civilization, and I read, in the second book of Herodotus, this memorable sentence: "The Egyptians are the first of mankind who have affirmed the immortality of the soul." Nor do I read it with less interest, that the historian connects it presently with the doctrine of metempsychosis; for I know well that, where this belief once existed, it would necessarily take a base form for the savage, and a pure form for the wise;—so that I only look on the counterfeit as a proof that the genuine faith had been there. The credence of men, more than race or climate, makes their manners and customs; and the history of religion may be read in the forms of sepulture. There never was a time when the doctrine of a future life was not held. Morals must be enjoined, but among rude men moral judgments were rudely figured under the forms of dogs and whips, or of an easier and more plentiful life after death. And as the savage could not detach in his mind the life of the soul from the body, he took great care for his body. Thus the whole life of man in the first ages was ponderously determined on death; and, as we know, the polity of the Egyptians, the by-laws of towns, of streets and houses, respected burial. It made every man an undertaker, and the priesthood a senate of sextons. Every palace was a door to a pyramid; a king or rich man was a *pyramidaire*. The labor of races was spent on the excavation of catacombs. The chief end of man being to be buried well, the arts most in request were masonry and embalming, to give imperishability to the corpse.

The Greek, with his perfect senses and

perceptions, had quite another philosophy. He loved life and delighted in beauty. He set his wit and taste, like elastic gas, under these mountains of stone, and lifted them. He drove away the embalmers; he built no more of those doleful mountainous tombs. He adorned death, brought wreaths of parsley and laurel; made it bright with games of strength and skill, and chariot-races. He looked at death only as the distributor of imperishable glory. Nothing can excel the beauty of his sarcophagus. He carried his arts to Rome, and built his beautiful tombs at Pompeii. The poet Shelley says of these delicately carved white marble cells, "they seem not so much tombs, as voluptuous chambers for immortal spirits." In the same spirit the modern Greeks, in their songs, ask that they may be buried where the sun can see them, and that a little window may be cut in the sepulchre, from which the swallow might be seen when it comes back in the spring.

Christianity brought a new wisdom. But learning depends on the learner. No more truth can be conveyed than the popular mind can bear; and the barbarians who received the cross took the doctrine of the resurrection as the Egyptians took it. It was an affair of the body, and narrowed again by the fury of sect; so that grounds were sprinkled with holy water to receive only orthodox dust; and to keep the body still more sacredly safe for resurrection, it was put into the walls of the church: and the churches of Europe are really sepulchres. I read at Melrose Abbey the inscription on the ruined gate:

"The Earth goes on the Earth glittering with gold;
The Earth goes to the Earth sooner than it should;
The Earth builds on the Earth castles and towers;
The Earth says to the Earth, All this is ours."

Meantime the true disciples saw through the letter the doctrine of eternity which dissolved the poor corpse and nature also, and gave grandeur to the passing hour. The most remarkable step in the religious history of recent ages is that made by the genius of Swedenborg, who described the moral faculties and affections of man, with the hard realism of an astronomer describing the suns and planets of our system, and explained his opinion of the history and destiny of souls in a narrative form, as of one who had gone in a trance into the society of other worlds. Swedenborg described an intelligible heaven, by continuing the like employments in the like circumstances as those we know—men in societies, in houses, towns, trades, entertainments — continuations of our earthly experience. We shall pass to the future existence as we enter into an agreeable dream. All nature will accompany us there. Milton anticipated the leading thought of Swedenborg, when he wrote, in "Paradise Lost,"—

"What if Earth
Be but the shadow of Heaven, and things therein
Each to the other like more than on earth is thought?"

Swedenborg had a vast genius, and announced many things true and admirable, though always clothed in somewhat sad and Stygian colors. These truths, passing out of his system into general circulation, are now met with every day, qualifying the views and creeds of all churches, and of men of no church. And I think we are all aware of a revolution in opinion. Sixty years age, the books read, the sermons and prayers heard, the habits of thought of religious persons, were all directed on death. All were under the shadow of Calvinism and of the Roman Catholic purgatory, and death was dreadful. The emphasis of all the good books given to young people was on death. We were all taught that we were born to die; and over that, all the terrors that theology could gather from savage nations were added to increase the gloom. A great change has occured. Death is seen as a natural event, and is met with firmness. A wise man in our time caused to be written on his tomb, "Think on living." That inscription describes a progress in opinion. Cease from this ante-dating of your experience. Sufficient to-day are the duties of to-day. Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.

"The name of death was never terrible
To him that knew to live."

A man of thought is willing to die, willing to live; I suppose, because he has seen the thread on which the beads are strung, and perceived that it reaches up and down, existing quite independently of the present illusions. A man of affairs is afraid to die, is pestered with terrors, because he has not this vision, and is the victim of those who have moulded the religious doctrines into some neat and plausible system, as Calvinism, Romanism, or Swedenborgism, for household use. It is the fear of the young bird to trust its wings. The experiences of the soul will fast outgrow this alarm. The saying of Marcus Antoninus it were hard to mend: "It were well to die if there be gods,

and sad to live if there be none." I think all sound minds rest on a certain preliminary conviction, namely, that if it be best that conscious personal life shall continue, it will continue; if not best, then it will not: and we, if we saw the whole, should of course see that it was better so. Schiller said, "What is so universal as death, must be benefit." A friend of Michael Angelo, saying to him that his constant labor for art must make him think of death with regret, "By no means," he said; "for if life be a pleasure, yet since death also is sent by the hand of the same Master, neither should that displease us." Plutarch, in Greece, has a deep faith that the doctrine of the Divine Providence and that of the immortality of the soul rest on one and the same basis. Hear the opinion of Montesquieu: "If the immortality of the soul were an error, I should be sorry not to believe it. I avow that I am not so humble as the atheist; I know not how they think, but for me, I do not wish to exchange the idea of immortality against that of the beatitude of one day. I delight in believing myself as immortal as God himself. Independently of revealed ideas, metaphysical ideas give me a vigorous hope of my eternal well-being, which I would never renounce."*

I was lately told of young children who feel a certain terror at the assurance of life without end. "What! will it never stop?" the child said; "what! never die? *never*, never? It makes me feel so tired." And I have in mind the expression of an older believer, who once said to me, "The thought that this frail being is never to end is so overwhelming that my only shelter is God's presence." This disquietude only marks the transition. The healthy state of mind is the love of life. What is so good, let it endure.

I find that what is called great and powerful life—the administration of large affairs, in commerce, in the courts, in the states—is prone to develop narrow and special talent; but, unless combined with a certain contemplative turn, a taste for abstract truth, for the moral laws—does not build up faith, or lead to content. There is a profound melancholy at the base of men of active and powerful talent, seldom suspected. Many years ago, there were two men in the United States Senate, both of whom are now dead. I have seen them both; one of them I personally knew. Both were men of distinction, and took an active part in the politics of their day and generation. They were men of intellect, and one of them, at a later period, gave to a friend this anecdote: He said that when he entered the Senate he became in a short time intimate with one of his colleagues, and, though attentive enough to the routine of public duty, they daily returned to each other, and spent much time in conversation on the immortality of the soul, and other intellectual questions, and cared for little else. When my friend at last left Congress, they parted, his colleague remaining there, and, as their homes were widely distant from each other, it chanced that he never met him again, until, twenty-five years afterwards, they saw each other, through open doors, at a distance, in a crowded reception at the President's house in Washington. Slowly they advanced towards each other, as they could, through the brilliant company, and at last met—said nothing, but shook hands long and cordially. At last his friend said, "Any light, Albert?" "None," replied Albert. "Any light, Lewis?" "None," replied he. They looked in each other's eyes silently, gave one more shake each to the hand he held, and thus parted for the last time. Now I should say that the impulse which drew these minds to this inquiry through so many years was a better affirmative evidence than their failure to find a confirmation was negative. I ought to add that, though men of good minds, they were both pretty strong materialists in their daily aims and way of life. I admit that you shall find a good deal of skepticism in the streets and hotels and places of coarse amusement. But that is only to say that the practical faculties are faster developed than the spiritual. Where there is depravity there is a slaughter-house style of thinking. One argument of future life is the recoil of the mind in such company—our pain at every skeptical statement. The skeptic affirms that the universe is a nest of boxes with nothing in the last box. All laughter at man is bitter, and puts us out of good activity. When Bonaparte insisted that the heart is one of the entrails; that it is the pit of the stomach that moves the world;—do we thank him for the gracious instruction? Our disgust is the protest of human nature against a lie.

The ground of hope is in the infinity of the world, which infinity reappears in every particle; the powers of all society in every individual, and of all mind in every mind. I know against all appearances that the universe can receive no detriment; that there is a remedy for every wrong and a satisfaction for every soul. Here is this wonderful

* Pensées Diverses, p. 223.

thought. But whence came it? Who put it in the mind? It was not I, it was not you; it is elemental—belongs to thought and virtue, and whenever we have either, we see the beams of this light. When the Master of the universe has points to carry in his government he impresses his will in the structure of minds.

But proceeding to the enumeration of the few simple elements of the natural faith, the first fact that strikes us is our delight in permanence. All great natures are lovers of stability and permanence, as the type of the Eternal. After science begins, belief of permanence must follow in a healthy mind. Things so attractive, designs so wise, the secret workman so transcendently skilful that it tasks successive generations of observers only to find out, part with part, the delicate contrivance and adjustment of a weed, of a moss, to its wants, growth, and perpetuation, all these adjustments becoming perfectly intelligible to our study—and the contriver of it all forever hidden! To breathe, to sleep, is wonderful. But never to know the Cause, the Giver, and infer his character and will! Of what import this vacant sky, these puffing elements, these insignificant lives full of selfish loves and quarrels and ennui? Everything is prospective, and man is to live hereafter. That the world is for his education is the only sane solution of the enigma. And I think that the naturalist works not for himself, but for the believing mind, which turns his discoveries to revelations, receives them as private tokens of the grand good-will of the Creator.

The mind delights in immense time; delights in rocks, in metals, in mountain-chains, and in the evidence of vast geologic periods which these give; in the age of trees, say of the Sequoias, a few of which will span the whole history of mankind; in the noble toughness and imperishableness of the palm-tree, which thrives under abuse; delights in architecture, whose building lasts so long—"a house," says Ruskin, "is not in its prime until it is five hundred years old"—and here are the Pyramids, which have as many thousands, and cromlechs and earth-mounds much older than these.

We delight in stability, and really are interested in nothing that ends. What lasts a century pleases us in comparison with what lasts an hour. But a century, when we have once made it familiar and compared it with a true antiquity, looks dwarfish and recent; and it does not help the matter adding numbers, if we see that it has an end, which it will reach just as surely as the shortest. A candle a mile long or a hundred miles long does not help the imagination; only a self-feeding fire, an inextinguishable lamp, like the sun and the star, that we have not yet found date and origin for. But the nebular theory threatens their duration also, bereaves them of this glory, and will make a shift to eke out a sort of eternity by succession, as plants and animals do.

And what are these delights in the vast and permanent and strong, but approximations and resemblances of what is entire and sufficing, creative and self-sustaining life? For the Creator keeps his word with us. These long-lived or long-enduring objects are to us, as we see them, only symbols of somewhat in us far longer-lived. Our passions, our endeavors, have something ridiculous and mocking, if we come to so hasty an end. If not to *be*, how like the bells of a fool is the trump of fame! Nature does not, like the Empress Anne of Russia, call together all the architectural genius of the Empire to build and finish and furnish a palace of snow, to melt again to water in the first thaw. Will you, with vast cost and pains, educate your children to be adepts in their several arts, and, as soon as they are ready to produce a masterpiece, call out a file of soldiers to shoot them down? We must infer our destiny from the preparation. We are driven by instinct to hive innumerable experiences, which are of no visible value, and which we may revolve through many lives before we shall assimilate or exhaust them. Now there is nothing in nature capricious, or whimsical, or accidental, or unsupported. Nature never moves by jumps, but always in steady and supported advances. The implanting of a desire indicates that the gratification of that desire is in the constitution of the creature that feels it; the wish for food, the wish for motion, the wish for sleep, for society, for knowledge, are not random whims, but grounded in the structure of the creature, and meant to be satisfied by food, by motion, by sleep, by society, by knowledge. If there is the desire to live, and in larger sphere, with more knowledge and power, it is because life and knowledge and power are good for us, and we are the natural depositaries of these gifts. The love of life is out of all proportion to the value set on a single day, and seems to indicate, like all our other experiences, a conviction of immense resources and possibilities proper to us, on which we have never drawn.

All the comfort I have found teaches me to confide that I shall not have less in times and places that I do not yet know. I have known admirable persons, without feeling that they exhaust the possibilities of virtue and talent. I have seen what glories of climate, of summer mornings and evenings, of midnight sky—I have enjoyed the benefits of all this complex machinery of arts and civilization, and its results of comfort. The good Power can easily provide me millions more as good. Shall I hold on with both hands to every paltry possession? All I have seen teaches me to trust the Creator for all I have not seen. Whatever it be which the great Providence prepares for us, it must be something large and generous, and in the great style of his works. The future must be up to the style of our faculties—of memory, of hope, of imagination, of reason. I have a house, a closet which holds my books, a table, a garden, a field: are these, any or all, a reason for refusing the angel who beckons me away—as if there were no room or skill elsewhere that could reproduce for me as my like or my enlarging wants may require? We wish to live for what is great, not for what is mean. I do not wish to live for the sake of my warm house, my orchard, or my pictures. I do not wish to live to wear out my boots.

As a hint of endless being, we may rank that novelty which perpetually attends life. The soul does not age with the body. On the borders of the grave, the wise man looks forward with equal elasticity of mind, or hope; and why not, after millions of years, on the verge of still newer existence?—for it is the nature of intelligent beings to be forever new to life. Most men are insolvent, or promise by their countenance and conversation, and by their early endeavor much more than they ever perform—suggesting a design still to be carried out; the man must have new motives, new companions, new condition, and another term. Franklin said, "Life is rather a state of embryo, a preparation for life. A man is not completely born until he has passed through death." Every really able man, in whatever direction he work—a man of large affairs, an inventor, a statesman, an orator, a poet, a painter—if you talk sincerely with him, considers his work, however much admired, as far short of what it should be. What is this Better, this flying Ideal, but the perpetual promise of his Creator.

The fable of the Wandering Jew is agreeable to men, because they want more time and land in which to execute their thoughts. But a higher poetic use must be made of the legend. Take us as we are, with our experience, and transfer us to a new planet, and let us digest for its inhabitants what we could of the wisdom of this. After we have found our depth there, and assimilated what we could of the new experience, transfer us to a new scene. In each transfer we shall have acquired, by seeing them at a distance, a new mastery of the old thoughts, in which we were too much immersed. In short, all our intellectual action, not promises, but bestows a feeling of absolute existence. We are taken out of time and breathe a purer air. I know not whence we draw the assurance of prolonged life, of a life which shoots that gulf we call death, and takes hold of what is real and abiding, by so many claims as from our intellectual history. Salt is a good preserver; cold is: but the truth cures the taint of mortality better, and "preserves from harm until another period." A sort of absoluteness attends all perception of truth—no smell of age, no hint of corruption. It is self-sufficing, sound, entire.

Lord Bacon said: "Some of the philosophers who were least divine denied generally the immortality of the soul, yet came to this point, that whatsoever motions the spirit of man could act and perform without the organs of the body might remain after death, which were only those of the understanding, and not of the affections; so immortal and incorruptible a thing did knowledge seem to them to be." And Van Helmont, the philosopher of Holland, drew his sufficient proof purely from the action of the intellect. "It is my greatest desire," he said, "that it might be granted unto atheists to have tasted, at least but one only moment, what it is intellectually to understand; whereby they may feel the immortality of the mind, as it were, by touching." A farmer, a laborer, a mechanic, is driven by his work all day, but it ends at night; it has an end. But, as far as the mechanic or farmer is also a scholar or thinker, his work has no end. That which he has learned is that there is much more to be learned. The wiser he is, he feels only the more his incompetence. "What we know is a point to what we do not know." A thousand years—tenfold, a hundred-fold his faculties, would not suffice. The demands of his task are such that it becomes omnipresent. He studies in his walking, at his meals, in his amusements, even in his sleep. Montesquieu said, "The love of study is in us almost the only eternal passion. All the others quit us in propor-

tion as this miserable machine which holds them approaches its ruin." "Art is long," says the thinker, "and life is short." He is but as a fly or a worm to this mountain, this continent, which his thoughts inhabit. It is a perception that comes by the activity of the intellect; never to the lazy or rusty mind. Courage comes naturally to those who have the habit of facing labor and danger, and who, therefore, know the power of their arms and bodies; and courage or confidence in the mind comes to those who know by use its wonderful forces and inspirations and returns. Belief in its future is a reward kept only for those who use it. "To me," said Goethe, "the eternal existence of my soul is proved from my idea of activity. If I work incessantly till my death, nature is bound to give me another form of existence, when the present can no longer sustain my spirit."

It is a proverb of the world that goodwill makes intelligence, that goodness itself is an eye; and the one doctrine in which all religions agree, is that new light is added to the mind in proportion as it uses that which it has. "He that doeth the will of God abideth forever."

Ignorant people confound reverence for the intuitions with egotism. There is no confusion in the things themselves. Health of mind consists in the perception of law. Its dignity consists in being under the law. Its goodness is the most generous extension of our private interests to the dignity and generosity of ideas. Nothing seems to me so excellent as a belief in the laws. It communicates nobleness, and, as it were, an asylum in temples to the loyal soul.

I confess that everything connected with our personality fails. Nature never spares the individual. We are always balked of a complete success. No prosperity is promised to *that*. We have our indemnity only in the success of that to which we belong. *That* is immortal and we only through that.

The soul stipulates for no private good. That which is private I see not to be good. "If truth live, I live; if justice live, I live," said one of the old saints, "and these by any man's suffering are enlarged and enthroned."

The moral sentiment measures itself by sacrifice. It risks or ruins property, health, life itself, without hesitation, for its thought, and all men justify the man by their praise for this act. And Mahomet in the same mind declared, "Not dead but living ye are to account all those who are slain in the way of God."

On these grounds I think that wherever man ripens, this audacious belief presently appears—in the savage, savagely; in the good, purely. As soon as thought is exercised, this belief is inevitable; as soon as virtue glows, this belief confirms itself. It is a kind of summary or completion of man. It cannot rest on a legend; it cannot be quoted from one to another; it must have the assurance of a man's faculties that they can fill a larger theatre and a longer term than nature here allows him. Goethe said: "It is to a thinking being quite impossible to think himself non-existent, ceasing to think and live; so far does every one carry in himself the proof of immortality, and quite spontaneously. But so soon as the man will be objective and go out of himself, so soon as he dogmatically will grasp a personal duration to bolster up in cockney fashion that inward assurance, he is lost in contradiction." The doctrine is not sentimental, but is grounded in the necessities and forces we possess. Nothing will hold but that which we must be and must do.

> "Man's heart the Almighty to the Future set
> By secret but inviolate springs."

The revelation that is true is written on the palms of the hands, the thought of our mind, the desire of our heart, or nowhere. My idea of heaven is that there is no melodrama in it at all; that it is wholly real. Here is the emphasis of conscience and experience; this is no speculation, but the most practical of doctrines. Do you think that the eternal chain of cause and effect which pervades nature, which threads the globes as beads on a string, leaves this out of its circuit—leaves out this desire of God and men as a waif and a caprice, altogether cheap and common, and falling without reason or merit?

We live by desire to live; we live by choices; by will, by thought, by virtue, by the vivacity of the laws which we obey, and obeying share their life—or we die by sloth, by disobedience, by losing hold of life, which ebbs out of us. But whilst I find the signatures, the hints and suggestions, noble and wholesome—whilst I find that all the ways of virtuous living lead upward and not downward—yet it is not my duty to prove to myself the immortality of the soul. That knowledge is hidden very cunningly. Perhaps the archangels cannot find the secret of their existence, as the eye cannot see itself; but, ending or endless, to live whilst I live.

There is a drawback to the value of all statements of the doctrine; and I think that one abstains from writing or printing on the immortality of the soul, because,

when he comes to the end of his statement, the hungry eyes that run through it will close disappointed; the listeners say, That is not here which we desire—and I shall be as much wronged by their hasty conclusion, as they feel themselves wronged by my omissions. I mean that I am a better believer, and all serious souls are better believers, in the immortality than we can give grounds for. The real evidence is too subtle, or is higher than we can write down in propositions, and therefore Wordsworth's "Ode" is the best modern essay on the subject.

We cannot prove our faith by syllogisms. The argument refuses to form in the mind. A conclusion, an inference, a grand augury, is ever hovering; but attempt to ground it, and the reasons are all vanishing and inadequate. You cannot make a written theory or demonstration of this as you can an orrery of the Copernican astronomy. It must be sacredly treated. Speak of the mount in the mount. Not by literature or theology, but only by rare integrity, by a man permeated and perfumed with airs of heaven—with manliest or womanliest enduring love—can the vision be clear to a use the most sublime. And hence the fact that in the minds of men the testimony of a few inspired souls has had such weight and penetration. You shall not say, "O my bishop, O my pastor, is there any resurrection? What do you think? Did Dr. Channing believe that we should know each other? did Wesley? did Butler? did Fenelon?" What questions are these! Go read Milton, Shakespeare, or any truly ideal poet. Read Plato, or any seer of the interior realities. Read St. Augustine, Swedenborg, Immanuel Kant. Let any master simply recite to you the substantial laws of the intellect, and in the presence of the laws themselves you will never ask such primary-school questions.

Is immortality only an intellectual quality, or shall I say, only an energy, there being no passive? He has it, and he alone, who gives life to all names, persons, things, where he comes. No religion, not the wildest mythology, dies for him; no art is lost. He vivifies what he touches. Future state is an illusion for the ever-present state. It is not length of life, but depth of life. It is not duration, but a taking of the soul out of time, as all high action of the mind does: when we are living in the sentiments we ask no questions about time. The spiritual world takes place—that which is always the same. But see how the sentiment is wise. Jesus explained nothing, but the influence of him took people out of time, and they felt eternal. A great integrity makes us immortal; an admiration, a deep love, a strong will, arms us above fear. It makes a day memorable. We say we lived years in that hour. It is strange that Jesus is esteemed by mankind the bringer of the doctrine of immortality. He is never once weak or sentimental; he is very abstemious of explanation, he never preaches the personal immortality; whilst Plato and Cicero had both allowed themselves to overstep the stern limits of the spirit, and gratify the people with that picture.

How ill agrees this majestical immortality of our religion with the frivolous population! Will you build magnificently for mice? Will you offer empires to such as cannot set a house or private affairs in order? Here are people who cannot dispose of a day; an hour hangs heavy on their hands; and will you offer them rolling ages without end? But this is the way we rise. Within every man's thought is a higher thought—within the character he exhibits to-day, a higher character. The youth puts off the illusions of the child, the man puts off the ignorance and tumultuous passions of youth; proceeding thence puts off the egotism of manhood, and becomes at last a public and universal soul. He is rising to greater heights, but also rising to realities; the outer relations and circumstances dying out, he entering deeper into God, God into him, until the last garment of egotism falls, and he is with God—shares the will and the immensity of the First Cause.

It is curious to find the selfsame feeling, that it is not immortality, but eternity—not duration, but a state of abandonment to the Highest, and so the sharing of His perfection—appearing in the farthest east and west. The human mind takes no account of geography, language, or legends, but in all utters the same instinct.

Yama, the lord of Death, promised Nachiketas, the son of Gautama, to grant him three boons at his own choice. Nachiketas, knowing that his father Gautama was offended with him, said, "O Death! let Gautama be appeased in mind, and forget his anger against me: this I choose for the first boon." Yama said, "Through my favor, Gautama will remember thee with love as before." For the second boon, Nachiketas asks that the fire by which heaven is gained be made known to him; which also Yama allows, and says, "Choose the third boon, O Nachiketas!" Nachiketas said, there is this inquiry: "Some say the soul exists after

the death of man; others say it does not exist. This I should like to know, instructed by thee. Such is the third of the boons." Yama said, "For this question, it was inquired of old, even by the gods; for it is not easy to understand it. Subtle is its nature. Choose another boon, O Nachiketas! Do not compel me to this." Nachiketas said, "Even by the gods was it inquired. And as to what thou sayest, O Death, that it is not easy to understand it, there is no other speaker to be found like thee. There is no other boon like this." Yama said, "Choose sons and grandsons who may live a hundred years; choose herds of cattle; choose elephants and gold and horses; choose the wide-expanded earth, and live thyself as many years as thou listeth. Or, if thou knowest a boon like this, choose it, together with wealth and far-extending life. Be a king, O Nachiketas! On the wide earth I will make thee the enjoyer of all desires. All those desires that are difficult to gain in the world of mortals, all those ask thou at thy pleasure—those fair nymphs of heaven with their chariots, with their musical instruments; for the like of them are not to be gained by men. I will give them to thee, but do not ask the question of the state of the soul after death." Nachiketas said, "All those enjoyments are of yesterday. With thee remain thy horses and elephants, with thee the dance and song. If we should obtain wealth, we live only as long as thou pleasest. The boon which I choose I have said." Yama said, "One thing is good, another is pleasant. Blessed is he who takes the good, but he who chooses the pleasant loses the object of man. But thou, considering the objects of desire, hast abandoned them. These two, ignorance (whose object is what is pleasant) and knowledge (whose object is what is good), are known to be far asunder, and to lead to different goals. Believing this world exists, and not the other, the careless youth is subject to my sway. That knowledge for which thou hast asked is not to be obtained by argument. I know worldly happiness is transient, for that firm one is not to be obtained by what is not firm. The wise, by means of the union of the intellect with the soul, thinking of him whom it is hard to behold, leaves both grief and joy. Thee, O Nachiketas! I believe a house whose door is open to Brahma. Brahma the supreme, whoever knows him, obtains whatever he wishes. The soul is not born; it does not die; it was not produced from any one. Nor was any produced from it. Unborn, eternal, it is not slain, though the body is slain; subtler than what is subtle, greater than what is great, sitting it goes far, sleeping it goes everywhere. Thinking the soul as unbodily among bodies, firm among fleeting things, the wise man casts off all grief. The soul cannot be gained by knowledge, not by understanding, not by manifold science. It can be obtained by the soul by which it is desired. It reveals its own truths."

RESULTS OF EDUCATION.

ADDRESS BY T. B. MACAULAY.

THE Parliament which sate at Edinburgh passed an act for the establishment of parochial schools. What followed? An improvement such as the world had never seen took place in the moral and intellectual character of the people. Soon, in spite of the rigor of the climate, in spite of the sterility of the earth, Scotland became a country which had no reason to envy the fairest portions of the globe. Wherever the Scotchman went—and there were few parts of the world to which he did not go—he carried his superiority with him. If he was admitted into a public office, he worked his way up to the highest post. If he took employment in a brewery or a factory, he was soon the foreman. If he took a shop, his trade was the best in the street. If he enlisted in the army, he became a color-sergeant. If he went to a colony, he was the most thriving planter there. The Scotchman of the seventeenth century had been spoken of in London as we speak of the Esquimaux. The Scotchman of the eighteenth century was an object, not of scorn, but of envy. The cry was, that wherever he came he got more than his share; that, mixed with Englishmen, or mixed with Irishmen, he rose to the top as surely as oil rises to the top of water. And what had produced this great revolution? The Scotch air was still as cold, the Scotch rocks were still as bare as ever. All the natural qualities of the Scotchman were still what they had been when learned and benevolent men advised that he should be flogged, like a beast of burden, to his daily task. But the State had given him an education. That education was not, it is true, in all respects what it should have been. But such as it was, it had done more for the bleak and dreary shores of the Forth and the Clyde than the richest of soils and the most genial of climates had done for Capua and Tarentum. Is there one mem-

ber of this House, however strongly he may hold the doctrine that the government ought not to interfere with the education of the people, who will stand up and say that, in his opinion, the Scotch would now have been a happier and a more enlightened people if they had been left, during the last five generations, to find instruction for themselves?

I say then, sir, that, if the science of government be an experimental science, this question is decided. We are in a condition to perform the inductive process according to the rules laid down in the Novum Organum. We have two nations closely connected, inhabiting the same island, sprung from the same blood, speaking the same language, governed by the same sovereign and the same legislature, holding essentially the same religious faith, having the same allies and the same enemies. The opulent and highly civilized nation leaves the education of the people to free competition. In the poor and half-barbarous nation the education of the people is undertaken by the State. The result is that the first are last, and the last first. The common people of Scotland—it is in vain to disguise the truth—have passed the common people of England. Free competition, tried with every advantage, has produced effects from which, as the Congregational Union tells us, we ought to be ashamed, and which must lower us in the opinion of every intelligent foreigner. State education, tried under disadvantage, has produced an improvement to which it would be difficult to find a parallel in any age or country. Such an experiment as this would be regarded as conclusive in surgery or chemistry, and ought, I think, to be regarded as equally conclusive in politics. These are the reasons which have satisfied me that it is the duty of the State to educate the people.

First among the objections is the cost. Surely, no person who admits that it is our duty to train the minds of the rising generation can think a hundred thousand pounds too large a sum for that purpose. If we look at the matter in the lowest point of view, if we consider human beings merely as producers of wealth, the difference between an intelligent and a stupid population, estimated in pounds, shillings, and pence, exceeds a hundred-fold the proposed outlay. Nor is this all. For every pound you save in education you spend five in prosecutions, in prisons, in penal settlements. I cannot believe that the House, having never grudged anything that was asked for the purpose of maintaining order and protecting property by means of pain and fear, will begin to be niggardly as soon as it is proposed to effect the same objects by making the people wiser and better.

OURSELVES AND NEIGHBORS.

BY JOHN LOCKE.

WE are born with faculties and powers capable almost of anything, such, at least, as would carry us farther than can be easily imagined; but it is only the exercise of those powers which gives us ability and skill in any thing, and leads us towards perfection.

A middle-aged ploughman will scarce ever be brought to the carriage and language of a gentleman, though his body be as well proportioned, and his joints as supple, and his natural parts not any way inferior. The legs of a dancing-master, and the fingers of a musician, fall, as it were, naturally, without thought or pains, into regular and admirable motions. Bid them change their parts, and they will in vain endeavor to produce like motions in the members not used to them, and it will require length of time and long practice to attain but some degrees of a like ability. What incredible and astonishing actions do we find rope-dancers and tumblers bring their bodies to! not but that sundry in almost all manual arts are as wonderful; but I name those which the world takes notice of for such, because, on that very account, they give money to see them. All these admired motions, beyond the reach and almost the conception of unpracticed spectators, are nothing but the mere effects of use and industry in men, whose bodies have nothing peculiar in them from those of the amazed lookers on.

As it is in the body, so it is in the mind; practice makes it what it is; and most even of those excellencies which are looked on as natural endowments, will be found, when examined into more narrowly, to be the product of exercise, and to be raised to that pitch only by repeated actions.

Nature commonly lodges her treasures and jewels in rocky ground. If the matter be knotty, and the sense lies deep, the mind must stop and buckle to it, and stick upon it with labor and thought, and close contemplation, and not leave it until it has mastered the difficulty and got possession of truth. But here, care must be taken to

avoid the other extreme: a man must not stick at every useless nicety, and expect mysteries of science in every trivial question or scruple that he may raise. He that will stand to pick up and examine every pebble that comes in his way, is as unlikely to return enriched and laden with jewels, as the other that traveled full speed. Truths are not the better nor the worse for their obviousness or difficulty, but their value is to be measured by their usefulness and tendency. Insignificant observations should not take up any of our minutes; and those that enlarge our view, and give light toward further and useful discoveries, should not be neglected, though they stop our course, and spend some of our time in a fixed attention.

USE OF TOBACCO BY BOYS.

ALL high medical authorities agree that the use of tobacco is injurious to growing boys; and this being true, no teacher can do his full duty who does not impress this fact upon the boys under his influence. The following from the *Medical and Surgical Reporter* is high authority, and will make good reading for the school in these days of extravagance and excess, when, aping the folly of those older than themselves, so many hundreds of thousands of boys are becoming slaves to this destructive habit:

"The use of tobacco by growing boys is so generally recognized as pernicious that it is extraordinary that more energetic measures are not urged upon those having the care of youth to prevent the habit. Already it has been forbidden in the United States Naval Academy at Annapolis, in the United States Military Academy at West Point, in the Phillips Exeter Academy, and in various other enlightened educational institutions.

"This was not the result of prejudice or hobbyism. If any set of men are free from these vices of learning, it is the naval surgeons, and it was especially from these, and particularly from Dr. A. L. Gihon, U. S. Navy, that this attack on the weed began. The indictment laid against it charged: That it leads to impaired nutrition of the nerve centres; that it is a fertile cause of neuralgia, vertigo, and indigestion; that it irritates the mouth and throat, and thus destroys the purity of the voice; that by excitation of the optic nerve, it produces amaurosis and other defects of the vision; that it causes a tremulous hand and an intermittent pulse; that one of its conspicuous effects is to develop irritability of the heart; that it retards the cell change on which the development of the adolescent depends.

"This is a formidable bill of particulars, and yet each of these charges is preferred by the best modern authority, and, what is more, each is substantiated by an abundance of clinical evidence. Testimony is also adduced from the class records of schools and colleges, which indicate very positively that the effect of tobacco on the mental faculties is deteriorating. The best scholars are not tobacco users; non-smokers take the highest rank in every grade; and whether we look at the exceptionally brilliant students, or compare the average of those who use and those who refrain from tobacco, the result shows the same." *Indiana Journal.*

RECITATION HEARING.

BUT the fact is that the main business of a recitation to the educator is not to find out whether the pupil has committed to memory what is in the book from which the lesson has been assigned. It is to ascertain how far he has grasped the thoughts and ideas, and to what advantage he has used his mind as he read it over. Any pupil who is not an idiot can commit a lesson to memory. The feat requires only a certain number of repetitions by the lips even—for some children more, for others fewer; and the pupils from whom such recitations are expected prepare for them accordingly, and do not become "discouraged and demoralized by being asked questions which they cannot answer."

The teacher's business is not thus mechanical. She may not, in the course of a long recitation, ask for a single fact found on the page which her pupils have had to consider; but when the recitation is over, she will have probed their understanding and grasp of it to the bottom. She will have suggested relations and pointed out resemblances or differences which the children had never thought of. She will have shown connections with this and all her other lessons. She will have set them thinking in a just and logical way, and the class will go back to their seats not "demoralized or discouraged," but as if they had drunk the wine of a new life. At recess we may hear them discussing, in their childish way, some of the issues brought up, and their parents at dinner will probably be entertained with vigorous conversation.—*Anna C. Brackett.*

INSECT LIVES; OR, BORN IN PRISON.

BY JULIA P. BALLARD.

"I KNOW you. I know what you *have* been. I know what you *will* be." This it is delightful to be able to say to the caterpillar crossing your path slowly, or to the butterfly winging its way in the air before you—to look upon the common brown brush-like caterpillar, with black at each end of him, and say: "Plod on a little longer, good fellow, and you shall be a white ermine moth!" or upon the small yellow and white butterfly, and say: "You, a little while ago, were a green caterpillar, making holes for dear life through a cabbage leaf!" And this may easily be accomplished with the aid of your own eyes and a microscope, and also (as butterflies and caterpillars do not go flying and crawling about labeled), by the help of authors who have studied and classified them.

"But how shall we catch the butterflies? With a net?"

Not at all. That may do very well if you care for nothing but their present beauty; but if you wish to know the butterfly, you had better take an earlier chapter in his life. Of course, the first thing would be the egg, but as these are not so easily found, you can begin with the caterpillar, and in due time you will come round to the egg, and so have the whole at command. The smaller the caterpillar when you get him the better, because he is very fond of changing his coat, and, liking a variety, is apt to put on quite a different one each time. Sometimes the second coat is much gayer than the first, even though *that* were a coat of many colors. Caterpillars usually change four times before going into a chrysalis state. Some butterfly caterpillars change five times (as the *Papilio philenor*), though the other Papilios of the Northern United States change but four, and some have but three changes; so that one who has never noticed them carefully, will be much surprised, in studying them, at the immense variety in shape and color, and also the great beauty which many of them display.

I have seen more elaborate work in design and color, in a surface less than an inch in length, and in width no more than a sixth of an inch, in a small unnoticed caterpillar, than I have ever seen in as much surface on any flower. And the microscope reveals here often an amazing amount of work and beauty little suspected without its aid.

While some caterpillars are hairy, and look like a little traveling clothes-brush, others are knobbed, or spiny, like the porcupine, and others quite smooth. Some are handsomely dressed in scarlet and gold, with tufts of various colors grouped upon their bodies; and, strange as it may seem, some of the gayest and handsomest make the very dullest and homeliest moths. They have always *twelve rings*, called segments, besides a shelly head, and from ten to sixteen legs. They have a little conical tube or spinneret in the centre of the upper lip, from which they spin the silk for their cocoons, or draw the silken thread, which some use instead, to fasten themselves with when changing into chrysalids. The change from one coat to another is something curious, but not much in comparison to the change from the caterpillar to the butterfly through the chrysalis state. Here the *form* is entirely altered. The mouth and manner of eating and kind of food are totally different.

"But how can I touch the caterpillars when I wish to get them?"

Do not touch them at all. Take a little box, and when you see one, with a pencil or stick gently push him into it, and carry him home. Get some plain glass tumblers, the larger the better. You can begin with one or two, but you will soon want a dozen. Put your caterpillar upon a white paper, which you have first placed on an old book, or other firm substance, and cover him with the glass. If you have several kinds at once, it is well to label the glasses. Write "Grape," or "Apple," or "Poplar," upon a slip of paper, and paste it upon the tumbler which covers the caterpillar you found upon the grape, apple, poplar, or other leaf. This will avoid confusion, as they one by one go into chrysalids. You can study each one separately, and you will know, as they come out of the chrysalids (which you have seen them make), just which is the moth of the grape, apple, or whatever your label indicates should be there. This you would forget more easily than one would suppose. You will thus know, also, at a moment's glance, how to feed them; as each caterpillar requires to be fed with whatever kind of leaf you found him upon. If upon the grape, give him grape leaves under the grape tumbler, and so on. You will soon begin to respect your caterpillar, and wonder at one thing at least about him, and that is, his power of selection. While there are a few, such as the common salt-marsh caterpillar, that will eat several things, as clover, plantain, and grass, the most of them (at

least so far as I have tried them) will condescend to do nothing of the kind. They know what they want, and that is more than can be said of some people. There is one kind of small caterpillar often found on the grape, and also on several other trees, which, although it prefers grape, will eat other leaves; but there are certain ones peculiar to the grape, and you may try one of these grape caterpillars with every other leaf of the garden, and he will turn away with disgust. Give him a grape leaf, and you are paid for your trouble at once.

It sometimes happens that you will find a caterpillar far from any tree or plant. Then you can practice with him, and if you can not find out from a book what he is, and what he should have, and fail to suit him with any variety of leaf at your command, you must either let him go, or see him die!

If you have very large caterpillars, such as the elm, or royal walnut, or that of the Polyphemus moth, it is easy to make a glass box (bound with narrow ribbon, and fastened at the corners), perhaps eight inches square and six or eight high, or a box covered with wire gauze. Such a box is better than the round shapes which you could buy, for you can watch the insect better through them, and see them without distortion. It also admits some air, which they require in order to do well. It is needed for the large moths also, which, under a tumbler, could not expand their wings perfectly, much less make any use of them. Here you can watch the caterpillar dextrously fasten himself to the side of the glass, and change his coat once, twice, three, or four times, coming out each time fresh and bright, and with a keen appetite after the stupid supperless days each change costs him. You can see him spin his cocoon with such a wonderful skill that you look with amazement at the work; or, if he changes into a smooth chrysalis (as the Asterias butterfly), you can see him fasten his loop around his breast, which attaches him to the glass strongly enough to keep him in one position (either through a long or a short sleep), and at last stand the tug of opening for the escape of the butterfly. Besides this, if they are under glass, they are safe, and you too are safe in your knowledge of them. You know that whatever living thing is found under glass when the chrysalis opens must have come out of *that* chrysalis, whether legitimately or not. The first Ichneumon fly I ever examined would have been brushed unceremoniously out of the window for a wasp, had he stolen out from an unguarded chrysalis. But, as he was born in prison, there he was. He came out of *that* chrysalis, and wasp or what not, he must be studied, and lo! the curious parasite was brought to light. Revelations of this kind will sometimes be made, which one would be slow to believe possible, but for there being, in this way, no possible room for doubt. I have had two caterpillars, for example, which were just alike, spin each a cocoon exactly alike, each being under a glass of its own and labeled. After a time, on cutting open the cocoon carefully, so as not to injure the chrysalis (which may be easily done), one cocoon was found to contain a perfect chrysalis. The other contained the dead caterpillar and four rather small oval chrysalids. Finally, the *one* perfect chrysalis opened for the escape of a moth (*Apatela Americana*), and the other four small chrysalids opened, and lo! six large flies much resembling a house fly, only more spiny or hairy. There must have been two flies in two of the cocoons, as there were certainly two extra ones under the glass!

The immense variety of caterpillars, and the great difference in their habits, and in their new and finished life as moth or butterfly, furnishes constant surprise and pleasure in their study. From egg to imago (which means the perfect insect or butterfly) they are a study which cannot fail to excite wonder, and lead us, from admiration of their beauty and skill, to adoration of Him whose work is perfect though invisible, and whose ways, studied never so closely, are still "past finding out."

To render our researches most effectual and satisfactory, we should not begin with statistics—studying how many thousands of moths and butterflies there are supposed to be, or how many species of insects have been classified and named. Take "one to begin," as children say, and study it thoroughly. From books such as those of Edwards, Harris, Packard, or Tenney, find the name of your caterpillar, and know, before he changes, what sort of a butterfly you are to have; unless you are fortunate enough to find one not described, and then you can have the honor of naming him yourself. In this way the more scientific knowledge to be obtained from books you will soon find it impossible to do without. You will find that while it is pleasant to be sent from books to nature, it is more pleasant to find out secrets from nature, and let her send you to the books to verify them.

But there are a few things you should know from books before you begin, and one

is, that the whole class of butterflies and moths is called LEPIDOPTERA; and that this class contains only Butterflies, Moths, and Hawk-Moths. Flies, beetles, and other insects come under different classes.

The *Butterflies* have delicate thread-like antennæ, and these are always knobbed or thickened at the end. They always fly by day, and their caterpillars have sixteen legs —six small tapering-jointed ones (which are the true feet) from the first three rings back of the head, and a pair of larger and more fleshy legs to each of the other segments except the fourth, fifth, tenth, and eleventh.

The *Hawk-Moths* have long narrow wings, and some of them look very much like little humming-birds. Their antennæ are tapering (usually broader in the middle,) and never knobbed. They fly rarely during the day, but mostly in the morning and evening twilight.

The *Moths* have not narrow wings. Their antennæ are not knobbed but usually taper from base to tip, and are not broader in middle like those of hawk-moths. Some of them are spined and some plumed. They fly at night chiefly. So you can always tell the butterfly from a moth by the antennæ, and a hawk-moth from a moth by its wings.

The eggs are very different in size, shape, and color. Some are clear and round like little crystal beads, and formed on a leaf in a close circle. Sometimes they are in exact rows and of an amber color. Again, like those of the Polyphemus moth, they are chocolate colored, circular, flat, and quite large. The eggs of this moth are shaped like a biscuit, and have two white rings around the edge. Some eggs now before me, found to-day in a walk to the woods, and unknown to me, are white as if made of milk glass. They are on a large forest leaf, and there are just ninety-one of them, and, and yet I could cover the whole with a thimble. They look like plain "chalk beads," and may be easily counted with the naked eye, but look at them through the microscope, and their exquisite beauty appears. They are all precisely alike, having sixteen or eighteen symmetrical grooves diverging from a small circle in the centre.

And what is more wonderful than the finish of the egg, is, that the different kinds of eggs are always placed upon that kind of leaf, which when the caterpillar is hatched, he will at once prefer to eat, except, of course, those you may have in your box, or under your tumbler, and then you will know what to feed them. But as I said, the best way is to begin with the caterpillars, as you will seldom find the eggs in any other way, or have success in raising such, if you should.

How to kill a moth or butterfly. Butterflies and moths having so much vitality, it has been a puzzle how to kill them without injuring the delicate texture of their wings and without pain. A sure and easy way is the following:

Take a glass jar with large mouth and close lid (a candy jar, six inches high and four inches diameter, with glass cover shutting over a rubber band is good), into which put four or five lumps of cyanide of potassium about the size of a hickory-nut. Dissolve enough plaster of Paris in water to cover the cyanide evenly over, forming a hard smooth surface. Put the moth into the jar, close the lid and let it remain five or six hours, after which it can be taken out and mounted.

Have a board (smoothly planed) with a groove the size, in length and width, of the moth. Place it upon the board with the body in the groove; spread the wings evenly, and confine them by strips of paper placed across so as to hold the border of each wing. Take off the papers the next day, and with a pin through the thorax, fasten it to the cork gummed upon the box in which you place it.

BANDS OF MERCY.

REV. OSCAR C. M'CULLOCH.

IT is a beautiful story, that in one of the old cities of Italy, the king caused a bell to be hung in a tower in one of the public squares, and called it the "Bell of Justice," and commanded that any one who had been wronged should go and ring the bell, and so call the magistrate of the city and ask and receive justice.

And when, in course of time, the lower end of the bell-rope rotted away, a wild vine was tied to it to lengthen it; and one day an old and starving horse, that had been abandoned by its owner and turned out to die, wandered into the tower, and in trying to eat the vine, rang the bell. There the magistrate of the city, coming to see who had rung the bell, found this old and starving horse. And he caused the owner of the horse, in whose service he had toiled and been worn out, to be summoned before him, and decreed, that as this poor horse had rung the "Bell of Justice," he should have justice, and that during the remainder of the horse's life his owner should provide for him proper food and drink and stable.

During the last few years the sufferings of dumb animals have called into existence societies for the "Prevention of Cruelty to Animals." The name of Henry Bergh, of New York, at once comes to mind as one who has been the agent in calling public attention to the rights of the lower animals. Through the influence of these societies laws are passed protecting animals from cruel usage, and by means of police the law is enforced, which prevents men from ill-treating those that cannot speak for themselves.

The good done has been great. The societies have come to be respected and feared. But it is now seen that the preventive work is not enough. The law may be evaded. The watchful eye is not able to see everywhere. Why not go deeper? Why should there be any disposition to treat cruelly any harmless living creature? Why not establish a noble protectorate over them on the part of the stronger, the man? Why not begin a work of education as to the place of animals in the order of nature, the rights of animals and human duties? It is in the line of these thoughts that the origin and ends of Bands of Mercy must be traced. Bands of mercy are the children's crusade to rescue dumb animals from the abuse of human dominion.

It is only of late that animals have been put outside the range of human sympathy. In early times they were judged as were men, according to their acts. In Athens one of the laws declared that no one had a right to inflict a wrong upon a living creature. In Greece the care which the young of the stork gave to the old parents gave rise to what was called the "law of the stork," by which children were obligated to take care of their parents, and those who refused were declared infamous.

So this new movement is in the direction of re-knitting the social union which man's dominion has broken. It is an attempt to call in a higher than a civil law which *prevents*—a law which *protects*. It is doing but little to punish a drover or cartman. It is doing much when children are taught the rights of animals to live and to enjoy life.

In the "Band of Mercy" the children pledge themselves thus: "I will try to be kind to all harmless living creatures, and will try to protect them from cruel usage." Like other good things, it began in a woman's heart. It was founded in England by Caroline Smithers. She saw the cruelty practiced upon animals, and of the children upon each other. She saw that in teaching the children to be kind to animals she was also preventing cruelty and crime among them. In one of her letters she wrote, "I think that teaching children to be kind and merciful to God's lower creatures is preparing the way for the gospel of Christ."

It was quickly spread through England. One society, called the "Dicky Bird," numbered thirty-seven thousand. It was introduced into this country by Rev. Thomas Timmins, and the Massachusetts Society, of Boston, for the Prevention of Cruelty to Animals became the parent society.

This is not play-work. It is a dead-earnest attempt to teach lessons of kindness. It has spread like a wave over the country. It has been woven into the Sunday-school and public school system. It has enlisted the old and the young. My attention was first called to it by the announcement that "Governor Long, of Massachusetts, had joined the Band of Mercy." Then I saw the name of Wendell Phillips. It certainly was good company to be in. In Philadelphia, a year ago, 3,000 children in the public schools were members.

And what is the method? It is simply signing a card prepared by the Massachusetts Society: "I will try and be kind to all harmless living creatures, and will try to protect them from cruel usage." Societies may be formed thus: After talking the matter over pass a simple resolution—"*Resolved*, That we will form a Band of Mercy, to be called ———— Band of Mercy." Send to the Massachusetts Society for cards, etc., which cost two cents each, and for other printed modes. Elect officers, and hold a public meeting. Have an address on the idea, and have the children recite pieces or tell anecdotes illustrative of animals. Secure more and more members, children two cents, adults ten cents, because they did not join when they were young. These meetings may be monthly. They will soon be an enjoyable feature of the Sunday and public school.

This is simple, but it is deep-reaching. It does not end with the animal. It seeks to put down all cruelty. Its aims are far ahead. It would stop war and furl the war-flag,

In the parliament of man, the federation of the world.

St. Francis of Assisi called all animals "little brothers." Hawthorne, in the Marble Faun, hints of an ancient union between man and beast. Thoreau showed how close we might come to them if we would. Waterton lived in their affection. Wordsworth pleads their cause in Hartleap well.

Coleridge in the Ancient Mariner, and Burns in the Field Mouse.

He prayeth well who loveth well
Both man, and bird, and beast;
He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

SELF-CULTURE.

BY WILLIAM ELLERY CHANNING.

EVERY man, in every condition, is great. It is only our own diseased sight which makes him little. A man is great as a man, be he where or what he may. The grandeur of his nature turns to insignificance all outward distinctions. His powers of intellect, of conscience, of love, of knowing God, of perceiving the beautiful, of acting on his own mind, on outward nature, and on his fellow-creatures,—these are glorious prerogatives. Through the vulgar error of undervaluing what is common, we are apt, indeed, to pass these by as of little worth. But, as in the outward creation, so in the soul, the common is the most precious. Science and art may invent splendid modes of illuminating the apartments of the opulent; but these are all poor and worthless, compared with the common light which the sun sends into all our windows, which he pours freely, impartially, over hill and valley, which kindles daily the eastern and western sky: and so the common lights of reason, and conscience, and love, are of more worth and dignity than the rare endowments which give celebrity to a few.

Let us not disparage that nature which is common to all men; for no thought can measure its grandeur. It is the image of God, the image even of His infinity, for no limits can be set to its unfolding. He who possesses the divine powers of the soul is a great being, be his place what it may. You may clothe him with rags, may immure him in a dungeon, may chain him to slavish tasks. But still he is great. You may shut him out of your houses; but God opens to him heavenly mansions. He makes no show, indeed, in the streets of a splendid city; but a pure thought, a pure affection, a resolute act of a virtuous will, have a dignity of quite another kind, and far higher than accumulations of brick, and granite, and plaster, and stucco, however cunningly put together.

It is force of thought which measures intellectual, and so it is force of principle which measures moral, greatness,—that highest of human endowments, that brightest manifestation of the Divinity. The greatest man is he who chooses the Right with invincible resolution, who resists the sorest temptations from within and without, who bears the heaviest burdens cheerfully, who is calmest in storms and most fearless under menace and frowns, whose reliance on truth, on virtue, on God, is most unfaltering. I believe this greatness to be most common among the multitude, whose names are never heard. Among common people will be found more of hardship borne manfully, more of unvarnished truth, more of religious trust, more of that generosity which gives what the giver needs himself, and more of a wise estimate of life and death, than among the more prosperous. In these remarks you will see why I feel and express a deep interest in the obscure,—in the mass of men. The distinctions of society vanish before the light of these truths. I attach myself to the multitude, not because they are voters and have political power, but because they are men, and have within their reach the most glorious prizes of humanity.

GOOD BEHAVIOR.

THE subject of this article is one of the branches mentioned in the school law of this State as necessary to be taught in the common schools, and was suggested as a suitable theme for an article by a little incident which occurred under the observation of the writer.

Several ladies and gentlemen were riding in a street car, when one of the ladies rose to reach the bell-strap to stop the car. The jolting of the car prevented her from reaching the strap readily, when a gentleman rose quickly to assist her by ringing the bell. His action was only the spontaneous impulse of kindness to a stranger who needed assistance. The attention was the more marked, because she was quite short of stature, and the movement of the car made it almost impossible for her to reach the strap. Her appearance was that of a neat, genteel, comely young woman who had been educated at least as well as the average of those who ride in street cars. When the car stopped she stepped out without a word or even a smile of thanks to the gentleman for his courtesy. When she had passed out, one of the passengers quietly remarked, "That young woman must have received her training in the *common school!*"

Perhaps it would have been quite as just to have charged the young woman's want of politeness to the neglect of her mother in not teaching her the simple rules of common courtesy: but be that as it may, the question arises how far the schools should be held responsible for the good behavior of the young citizen, male or female. A little act of kindness, like the one mentioned, ought surely to have been requited by at least a smile of thankfulness, or better yet, by a word of thanks; but as the poor girl had probably never been instructed in good behavior, she was either too much disconcerted to speak her indebtedness to a stranger, or possibly was not aware that she was the object of such polite attention as required thanks. The well-bred, thoroughly instructed lady and gentleman find constant occasion, in their intercourse with the world, to practice the rules of good behavior. These are more important, more useful, more practical in their operation and effect upon the individual and upon society, than any other rules that may be taught in the public schools; arithmetic, grammar, geography, and all the rest, are valuable as information and for mental discipline, but a knowledge of these alone by no means constitutes a good education. A pupil may be well instructed in all these, and yet be so rough in speech, so rude in manners, so uncivil in behavior, as to excite aversion among all persons with whom he or she is in the habit of associating.

Success in after life depends to a much greater degree upon a person's observance of the laws of civility in social relations, than upon a knowledge of the rules of arithmetic. The little incident remarked above is a simple thing in itself, and yet, there are a thousand little courtesies that make up the sum of human association, which, if neglected, detract a great deal from our happiness in society. If every teacher shall lay most stress upon that which is most important in the education of his pupils, the children of the public schools will ere long be distinguished for the elegance of their manners, the propriety of their behavior, and the correctness of their speech. At home, abroad, in the house, upon the street, among their equals, among their superiors, or among their inferiors, they will manifest that kindness and courtesy, that forbearance and charity, which always makes a well-educated and polished people. Shall the schools do this work?

Reader, what are you doing in this branch of your labor? *Indiana School Journal.*

TOM FOUND HIS MANNERS.

TOM'S father was a rich man, and Tom lived in a large house in the country. He had a pony and many other pets, and wore fine clothes. Tom was very proud of all the fine things his father's money bought. He began to think that being rich was better than being good. He grew very rude, and was cross to the servants. Once he kicked Towser, but the dog growled, and Tom was afraid to kick him again.

One day when Tom was playing in the yard he saw a boy standing at the gate. He was ragged and dirty, his hat was torn, and his feet were bare. But he had a pleasant face. In one hand he carried a pail half full of blackberries.

"Go away from here," said Tom, running to the gate. "We are rich, and we don't want ragged boys around."

"Please give me a drink," said the boy. "If you are so rich, you can spare me a dipper of water."

"We can't spare you anything," said Tom. "If you don't go away, I will set the dogs on you."

The boy laughed and walked away, swinging the tin pail in his hand.

"I think I will get some blackberries, too," said Tom to himself. He went out of the gate into a lane leading to a meadow where there were plenty of berries.

Tom saw some fine large ones growing just over a ditch. He thought he could leap over it very easily. He gave a run and a very big jump. The ditch was wider than he had thought, and instead of going over it, he came down in the middle of it.

The mud was very thick and soft, and Tom sank down to his waist. He was frightened and screamed for help until he was tired. He began to think he would have to spend the night in the ditch, when he heard steps on the grass, and looking up he saw the ragged boy he had driven from the gate.

"Please help me out," said Tom, crying, "and I will give you a dollar."

"I don't want the dollar," said the boy, lying down flat on the grass. He held out both his hands to Tom, and drew him out of the ditch.

Tom was covered with mud, his hat was gone, and one shoe was lost in the ditch. He looked very miserable.

"Who is dirty now?" asked the boy,

"I am," said poor Tom; "but I thank you very much for helping me out of the mire. And I am sorry I sent you away from the gate."

"The next time I come perhaps you will treat me better," said the boy. "I am not rich, but I am stronger than you are, and I think I have better manners."

"I think so too," said Tom.

The next day, when Tom saw the boy going by the gate, he called him in, showed him his rabbits, doves, and little ducks, and gave him a ride on his pony.

"You have good manners now," said the boy.

"Yes," said Tom, "I found them in the ditch."

Our Little Ones.

FRUITS AND AUTUMNAL DAYS.

PHENOMENA OF PLANT LIFE: NO. VI.

BY LEO H. GRINDION.

THE fruit of a plant is the portion to the development of which all activities have been dedicated. The root, the leaf, the flower, have all wrought to the furtherance of this grand intention; and the nearer the time has come for the appearance of the fruit, the more beautiful and alluring has the aspect of the plant become. There is in this a wonderful and most exquisite analogy with the history of animal life. What the fruit is to the plant, offspring is to the creature; and hence we find that it is towards pairing-time that birds become vocal and dressed with gayer plumage and that the sweet ingenuities of their little architecture begin to show themselves in the hedges, beneath the eaves of our houses, and in the innumerable quiet places where nests and fledglings are supposed to be secure,—too often, alas! the contrary. Hence, too, we find that, at the corresponding period in their lives, fishes become more brilliant, their tinted scales gleaming with unaccustomed colors as the swift fins push the water aside, and the sunshine falls on them slantingly.

Hence, in like manner, we find that the insect, when it is about to enter on the final stage of its chequered life, and bequeath a crowd of tiny eggs to the prospective seasons,—we find, I say, that it then assumes those glorious wings that have made the butterfly the type with many a theologian of the new state after the resurrection. The egg-state of the insect is almost negative; in the grub or caterpillar phase of its life few look on it except with disrelish; in the chrysalis phase it is again passive, and seems to have dropped out of the ranks of living things. This phase emerged from, and the wings assumed, or rather *disclosed*,—for they were already in the chrysalis, though imperfect,—the little creature mounts into the air, chases every fancy that impels to another flower, sips a little honey, sports with its gay companions, and displays these exquisitely beautiful attitudes that art feels glad to immortalize. All this is premonitory of the pairing-time of the insect, which is thus in close conformity, as to incidents and circumstances, with that of the bird; while both series of events and beautiful spectacles correspond again with those that are manifested in the plant when the period approaches for the ripening of the seed, which is only another name for the elaboration of the fruit. By the time the plant begins to blossom, it has ordinarily acquired its perfect physiognomy,—not necessarily the full stature it is capable of reaching, but it shows the perfection of its general profile.

The idea of developing the plant is there, though it may be only in miniature, as happens with young forest trees, and often with young trees that are grown for their economic value in gardens and orchards; for every species of plant has a configuration of its own;—is built, so to speak, upon a definite and prescribed model, the dimensions of which may be enlarged, and prodigiously so, as years roll over the world, but which is never materially departed from. The poplar, that when full-grown towers above most of the surrounding trees, shooting up vertically, yet withal so unsociably, and giving the same pleasant idea in the landscape that spires and columns do in the view of a large town from the hillside,—this tree, in its youngest state, is a kind of living photograph of its tallest ancestor, presenting all the characters that in the mature one are merely repeated, without being in any degree diversified. This general figure and physiognomy are realized by the time the plant begins to show its blossoms. The latter seldom appear before, unless under some constraining influence that hurries the plant to early death, as when it grows on some dry wayside, or on some scorched and sunburt cliff, whence every particle of moisture is rapidly evaporating, and then, it is true, an effort is often made to produce a seed rather than die childless. For here, as in other ways, the plant gives us a profound and beautiful lesson. It is not *dying* that is dreadful, or to be looked on with dismay, but dying without having *lived*, *i. e.* without having lived to some good purpose, however slight, so that the best was done that could be. Plants under cultiva-

tion are often reluctant to produce blossoms. Year after year they unfold abundance of green leaves, and as "foliage-plants," command our admiration; but we are never gratified with the sight of a flower.

The plan generally adopted with such plants is to starve them in some way; checking the exuberance of growth, alarming them, as it were, with the fear of being destroyed, when they forthwith make efforts to produce flowers, so that they may leave at least a representative of their race. From Mexico was brought, a few years since, a magnificent plant, named, in compliment to a celebrated French Admiral, *Bugainvillea*. This is so unwilling to blossom, that in our hothouses it often presents no more than a tapestry of dark-green leaves. The expedient that is said to have answered best in the way of persuasion, is to lay bare the roots, and bring one of the hot water pipes in contact with them, whereby they are in a degree dried up. Then the grand lilac clusters make their appearance, every flower seeming a design in muslin rather than the work of a plant.

While the physiognomy and general idea of the plant are thus attained as an antecedent of the fruit, the leaves also acquire their perfection. The youngest leaves are often quite unlike those that come afterwards, just as certain features in the human face are in infancy merely forehead and nose and we have to wait until the 'teens for their established shape. This is very prettily marked in seedling trees, such as the sycamore. The full-grown leaf is shaped like that of the vine. Three great broad angles divide the surface, and these are again distributed into smaller angles. But while young, the leaf is simply oval and attenuated, the angles not appearing till the tree is many months old,—if tree it can be called before a winter has passed over it. In other respects the foliage of plants is often inferior while young, compared with its condition when the flowers are about to burst. When the flowers are first opening, the peculiar properties and qualities of the leaves are also most remarkable. If it be bitterness, or aroma, or adaptedness for use in medicine that characterizes the leaves, this is the period when they should be collected. Before the flowers appear, they are comparatively deficient; in the old age of the plant they have nothing to yield. Hence it may be observed that in the herb markets, the great sheaves thither brought of sanctuary, betony, blushwort, and a score of others, are always loaded at one extremity with their withered corollas. Hence, too, in districts where there is great faith in herb-teas of different kinds, plants valued for such service, and that reproduce themselves annually from seed, in time become very scarce and almost extinct. They are torn out of the ground at the most critical time, and the seed that should renew them when spring returns with its encouraging showers is forbidden to ripen. The botanists who carry off handfuls of specimens as so many trophies of their explorations, have far less to answer for than the herb-gatherers, whom it would scarcely be too severe to call the locusts of modern ages.

Last in the order of preparation for the fruit comes the glow and the grace of the flower. When this makes its appearance, it is the aurora of the plant's fecundity,—much, it is true, may be repressed by blight and chill, just as a heavenly morning dawn in early summer, that cheers the heart of the little lark, is not seldom changed into cold and gray, by winds that bring unwelcome clouds,—but the *intent* of the flower is that fruit shall be its sequence. Therefore the queenly and incomparable hues; therefore the odors that seem breath inherited from Eden; therefore the forms and outlines before which the mathematician is still a child. We might be sure that some great event was near at hand, did experience not assure us that fruit would follow all this outlay, since grandeur of announcement in nature is always prophetic of something opulent to follow. In nature, the herald's trumpet is never blown in idleness or sport. It is always an illustration, once over again, of the incomparable veracity that belongs to every department of the works of God, so long as unmarred by man. The silent predictions of nature would be theme enough for a great volume. The maturity of a man's lifetime would be well devoted to the record of them and to their fulfillments, each one in turn, —text for a preacher, and theme for a Christian philosopher. Many flowers, it is true, fail in their promise; but this is no fault of the mechanism,—it is no fault in any shape. Were every flower that opens to ripen its fruit, the strain would be greater than the plant could bear; and, as illustrated every summer in the flower-garden, exuberance would be followed by slackness, perhaps by total sterility. Therefore the exquisite taste and wisdom, which in order not to use the Divine name too frequently, men have agreed to call "Nature," cooperate in such a way that, while the decoration shall be all that the soul of man can

desire in the shape of beauty, a due proportion only shall be actually permitted to serve the still higher purpose. We can suppose what would be the condition of trees and plants, were every individual to become fruitful, by imagining what society would be, were every little boy to become a Plato and every little girl a Corinne.

The flowers gone by, the seed-pod makes its appearance. This is no *new* thing. The seed was always in the heart of the flower, as love in the heart of a woman; it wants only sunshine to bring it into view. And like the heart of a woman, it takes its coloring again from that which environs it. Let it be shade, and there is nothing but coldness and insipidity; let it be sunshine, and life leaps up as at the touch of an enchanter. As said in a former paper, we never see the actual beginnings of anything. The fruit that shines amid the foliage lay in the flower, and was a rudiment when the petals were scarcely broken. Its appearance, like that of Spring, is only the last of a long series of preparations. All plants produce fruit of some kind or other,—not necessarily eatable fruit, any more than every person talks and acts so as to please and instruct. But in some shape or other, last year, or this year, or next year, it is to be found; and though it may not answer our ideas of fruit, as founded on grapes and apples, it is still fruit in the strict and proper sense. Acorns are the fruit of the oak quite as truly as filberts are the fruit of that well-known tree which, in its wild state, we call the hazel. "Acorn" is literally "oak-fruit," "corn" being no more than a general term for fruit,—wherefore we speak of fields of corn, as distinguished from those which supply our tables with roots and leaves.

The fruit, in a word, is simply the ripened pistil of the flower, comprehending both shell and contents. Here, in England, we have an immense preponderance of dry and inedible fruits. In the tropics, on the contrary, those adapted for human food are very numerous, and comprise forms and flowers to which cold countries give no parallel. Such are the fruits of the thousand kinds of palm-tree, the custard-apple, the bread-fruit, and the guava. Now and then these illustrious exotics condescend to ripen their produce in our hothouses, but it seldom acquires the flavor that pertains to it in its native country. The skill of the gardener can supply warmth, but it cannot bestow *light*. "Let there be light," is the beginning everywhere, both in the moral world and in the natural. Wanting the clear, shining, and intense brightness of the tropics, the mere enjoyment of artificial heat will not suffice. Nor, for the matter of that, would light suffice to ripen them without a due proportion of warmth. The old story meets us everywhere. The head and the heart, the intellect and the affections, knowledge and good dispositions,—what are they, deprived of their correlatives!

Inside the fruit is the seed. This is the last, grand, and crowning effort of the plant's existence; for in the seed lies wrapped the future plant. Perhaps a mere speck, yet capable of unfolding by degrees, and absorbing from the earth and atmosphere that marvellous sustenance which, invisible to our eyes, shall yet be wrought into wood and sap, and built into great boughs and branches, till a living pillar is erected that shall withstand the shocks of ages.

And thus we are brought round to the point from which we started. Every ending is a beginning; everything completed is a pedestal for something then to be commenced. All things are forever striving to begin over again. We rise every morning with new hopes, new desires, new resolves. Would that our new beginnings were always as fully replenished as that of the plant in its little seed!

FAVORITE BOOKS.

THE old books remain while everything else passes away. The changes of this mortal life do not touch them. The fields in which we picked wild flowers, and played cricket when we were boys, are covered with dreary streets. The houses in which we lived have been pulled down, and there are unfamiliar buildings on the site of our old homes. The churches in which we worshiped have been enlarged or rebuilt. The preachers to whom we listened are dead; and the faces we remembered so well are no longer seen in the old pews; or, if they are there still, they are greatly changed. The brilliant and romantic lads of our youth have become hard and prosy men; the bright, wild girls have become very uninteresting matrons; the aged people, whose sorrows and loneliness we pitied, or whose sanctity we reverenced, have all passed away.

We ourselves are conscious, as the years drift by, that our strength is not what it once was; that there is less elasticity in our step, that we are more easily tired; that our sight is at times a little dim, and our

hearing a little dull. But we open our books, and the vanished years return. Time has run back and fetched the age of gold. The fancy of Jeremy Taylor is as free and as fresh, and the wit of South is as keen, and the fervor of Baxter is as intense, as when we first heard them preach. Charles James Fox is still speaking with undiminished energy and fire on the Westminister scrutiny. We knew old Lear when we were boys; he is no older now. Most of the young men and maidens whose love passages entertained us when we ourselves were young, are old married people, and occasionally wrangle over the expenses of housekeeping; but Romeo and Juliet are courting still:

"Forever he will love, and she be fair."

What books you will choose as your intimate friends will depend upon your humor and taste. Dr. Guthrie's choice seemed to me charming; he told me that he read through four books every year: The Bible, "The Pilgrim's Progress," four of Sir Walter Scott's novels, which he reckoned as one book, and a fourth book which I have forgotten, but I think it was "Robinson Crusoe." You will choose some books because they soothe and quiet you; some because they are invigorating as mountain air; some because they amuse you by the shrewdness of their humor; some because they give wings to your fancy; some because they kindle your imagination.

REFORM THE SPELLING-BOOK.

BY GEO. S. JONES.

A GREAT deal has been said and written on the subject of reform in the English spelling. No one denies that there is room for reform, and perhaps the day will come, *volventibus annis*, when, in spite of the conservatism of philologers, our language will appear in a new and more decent dress. In that day it will be unnecessary to teach spelling, because the knowledge of it will come intuitively and mistakes will be impossible. In the meantime, while custom still compels us to follow a certain somewhat arbitrary choice and arrangement of the letters of a word, and while a mis-spell continues to be looked upon as indicating a defective education, and while spelling must still be taught and learned, let us make it as easy for the children as we can. If we cannot at once reform the spelling, perhaps we can reform the spelling-book.

We have a suggestion to offer with this end in view. We offer it with some misgivings, however, for we fear that to the eyes of many of our teachers, especially of those whose strong point is spelling, it will have a tinge of heresy; but we offer it in sober seriousness none the less. It is this: Let us commission some intelligent and kind-hearted lady or gentleman (not necessarily a teacher) to go through the book, page by page, and with a broad black mark strike off the big words, *i. e.*, all words which are above the comprehension of school-children, which they do not understand and never use. A reform so startling should be supported by arguments; our arguments are these:

1. If a person never used a given word in writing—and it is in writing alone that a knowledge of spelling is of use—and if he is not likely to be placed unexpectedly in a position where he will be required to use it, it matters little whether he can spell the word or not. This proposition seems so simple that we shall not illustrate it by examples.

2. It follows, as a corollary to this proposition, that, since to be able to spell a word which one never uses is useless, the labor expended in learning such spelling is useless labor. On this ground alone the pupil should be excused from it. But this is not the worst feature of the case. The task of learning to spell uncomprehended words is not merely useless: it is positively injurious since it fosters in the learner the habit, which every intelligent teacher strives to repress, of learning by rote. Two maxims of study, should early be impressed upon the pupil's mind. They are: "Never try to learn what you do not understand," and "Commit to memory thoughts, not words and phrases." The spelling-book is a constant stumbling-block in his way.

3. We object, finally, to the hard words of the spelling-book because we think they have gained admission through misconception of the purpose of the spelling-book.

We are accustomed to teach our children spelling, as we teach them many other subjects at school, as if these subjects must be learned under compulsion or not at all, and as if the pupil were never to learn more of them than what is taught him then and there. That is, we cram him with knowledge intended for future use; we crowd into his brain a heterogeneous mass of facts, the value and bearing of which he cannot see, on the assumption that the time will come when he will understand and appreciate them. To confine ourselves to the spelling-book for an illustration, we require him to commit

to memory the spelling of such words as, *nitrogenous*, *pyrites*, *supersensuous*, *esoteric*, *silurian*, *carboniferous*, on the assumption that at some time in his life he will write on the subjects of chemistry, metaphysics, or geology, and will need to know the correct spelling of these terms; or we require him to learn *heterodox*, *exegesis*, *diocesan*, *acolyte*, because he may some day write a theological tract. If this is not the purpose of teaching these scientific and other unusual words, what is that purpose? And if this is the purpose, does not a candid review of our own experience place upon it the stamp of folly? Did *we* learn to spell these words at school? Probably we did; but if we know the spelling of them now—together with their meanings and proper uses, which the spelling-book maker omits to give—it is not because we learned them then but because we have since met with them again and again in reading. But for this, we would have forgotten them long since; and, in consequence of this, though they had never been taught us, we should still know them now.

This brings us to the point of our argument: When a habit of care in spelling has once been formed, when the fact has been thoroughly impressed upon the pupil's mind that custom has fixed for every word in the language a spelling which he cannot depart from without incurring a certain sort of disgrace, the *teaching* of spelling may stop. Thenceforward he may be trusted to teach himself. As he extends his reading, he extends his knowledge of words—both of their meanings and of their spelling. The best basis for this instruction in the ordinary printed page. We would have the pupil taught to observe habitually how all the words he meets with in his reading are spelled, and he should be required to take pains with the spelling of those he uses in writing. Occasionally he should be drilled in the spelling of common words, and here the spelling-book—the reformed book, we mean—comes into use as a convenient manual. In it words should classified in such a manner as will give memory the aid of some sort of association; it should contain, too, certain rules for spelling, for fortunately the English spelling is not altogether without system.

If after this sort of training, judiciously pursued, the pupil persists in going through life a blundering speller, disregarding the testimony of his own eyes and having no sort of pride in the matter, his teacher cannot be held responsible. No teaching would have saved him.

These are among our reasons for advocating a reformation of the spelling-book which to many of our teachers we know will seem at the first glance a barbarous mutilation. We commend the subject to their sober judgment.

GENUINE TEACHERS.

ON Commencement Day a professor overheard the remark: "There goes the old professor; it is the last we shall see of him and his musty old papers." Sadness filled his heart, and he said afterward to a friend: "I have worked faithfully for the boys, and often thought that they loved me, but they will forget me in a month."

He was wrong; his own recollections should have taught him better; genuine teachers are never forgotten, and love for them increases with the flight of years.

In the crowd at Fulton Ferry one afternoon, two ladies, one perhaps sixty years of age, the other less than forty, were passed by another lady, whose appearance was venerable and striking; tall and stately, yet benignant, she seemed like one accustomed to direct with gentleness. The younger of the two exchanged salutations with her, and remarked a moment afterward to her companion: "That is Miss ———, my teacher twenty-five years ago, a lovely woman, the kindest friend I ever had except my mother; she has been my ideal of a true woman."

How beautiful the tribute of Professor Masson, in his great lecture on "College Education and Self-Education," to his instructors. It was thus: "I could count up and name at this moment some four or five men to whose personal influence, experienced as a student, I owe more than to any books, and of whom, while life lasts, I shall always think with gratitude. The image of one silver-haired old man in particular now rises before me—a man not unknown in the history of his country—to whose memory, amid changing forms of fact and thought, I pay my poor tribute of undying veneration. Never, never to be forgotten, that face, that form, gazed on so long! Cold now he lies in a northern grave, and abroad, over the British earth, walk thousands who, with me once listened to his voice, and who, then they too are old and move heavily, will look back, back through the mist of years, fondly toward him and the distant time."

More brief, but not less touching, was the reference by Mr. Bancroft to his preceptor, of whom he says: "To-day, though it is seventy years since I passed from his care,

my heart warms with affection as I recall his name."

Whether in the primary class, the seminary, or the university, or in that institution in which faithful work often exerts an influence as strong as that of any other form of teaching—in the Sabbath-school—the genuine teacher is never forgotten. As years glide away the remembrance becomes more fond; a picture, with its harsher lines—if there were any—softened with beauty is ever present to the "mind's eye" of the grateful scholar.

WHOLESOME ATMOSPHERE.

BY THEO. L. CUYLER.

THE breath of the courageous and consecrated Mary Lyon created the atmosphere of Mount Holyoke Seminary; it has sweetened many a pastor's home by the influences brought there by a "Holyoke" wife; it braced up one hundred of its graduates to go abroad on foreign missions to the heathen.

I once urged a father to send his careless, irreligious son to a certain school, whose teacher had some of the happy gifts of Arnold of Rugby. The lad was neither scolded nor badgered nor unduly exhorted; but he soon became entirely transformed by his surroundings. The pure atmosphere of the school seemed to penetrate his heart and mould his character, as a tonic air gives vigor to a bodily frame. Such a training school becomes a potent "means of grace," and reaches many on whom no sermons or personal exhortations had made any impression.

What is true of certain schools is pre-eminently true of that fountain-head of all civil, social, and moral life, the *home*. We may care but little who bears rule at Washington, if we are only assured that God rules in American households. No stream rises higher than its fountain-head. Puritan homes bred Puritan piety and heroism. Out of the lowly clap-boarded farm-houses of New England, with a rag carpet on the floor, and a well-thumbed Bible in each scantily-furnished room, went the earliest missionaries of the Cross to foreign climes. The intensely religious atmosphere of such homes produced the Judsons, Goodells, Spauldings, and Horace Bushnells of the "homespun age" of New England piety. From such homes flowed such a steady stream of consecrated youthful energy into our colleges that no complaint was heard of a famine of candidates for the ministry. And the spot where the sorely-needed reform must begin that will replenish the pulpit, is not in the colleges so much as in the *households*.

All the best preaching that can be marshalled in the Sabbath pulpits of our communities is unable to counteract the malarious influence of godless, frivolous homes. Just as soon expect to grow sugar-cane in Greenland, or oranges in Alaska, as to rear the plants of grace in a family whose very air is saturated with worldliness. The irreligious influence of father and mother taints the children, as escaping sewer gas penetrates a house with the seeds of typhoid fever. The incessant talk about money or fashion, or self-indulgence, the utter neglect of all Sabbath observance, the whole daily round of thinking, acting and living, poison the very core of the children's hearts. How can religion live in such an atmosphere? How can the next generation be trained for the country's needs, the Church's service, and the kingdom of Christ, in homes where the Bible is no more a text-book of conduct than in the tent of a Mussulman?

TO INSTITUTE INSTRUCTORS.

IF we could have before us, in one audience, all the institute instructors who are now at work, or are going to work this season, we would like to make a short speech to them as follows:

1. Be prompt. Promptness is the teacher's cardinal virtue. You are looked to by the teachers, just as they are looked to by their pupils. Your unconscious influence is greater than you realize. Never let an exercise be delayed a moment for your arrival; nor allow it to extend a minute beyond its proper time.

2. Have a definite programme, assigning to every half-hour or hour in the week its particular work. If it is not printed, put it upon the blackboard and adhere to it rigidly.

3. In regularity and system, make a perfect school out of your institute. Remember that many of your pupil-teachers have no ideal in their minds but the school which they attended as scholars. Improve their standard. Give them their drill of one week in a school that is a model of promptness, system, order, and activity.

4. Avoid lecturing or merely "delivering" your lessons to your class. Remember, Easy come, easy go. The pouring-in process does not pay. Better be satisfied with going over half the ground, and make the

teachers say and do for you many things that you say and do for them. There is nothing that so rivets a thought in our mind and makes it lie fairly there, as expressing it clearly to another. Resist the strong temptation to do most of the work and talking yourself. You do great injustice to the teachers by letting them sit quiet and take it easy. Don't be easy with them. Be determined and exacting. They may falter and beg to be let off, but at the end you will have thanks in abundance. Our teachers, the same as our scholars, need practice in talking, and talking to the point; in saying just what they mean, and not something else. And this practice must be given in the presence of an instructor with a kind heart and sharp, clear intellect, who will bring them to account for blundering language or obscurity in thought. But when insisting upon their talking "straight," don't quibble or split hairs. Make them feel and enjoy the beauty of clear thought in clear language.

5. Be active, vigilant, sharp. You must not wait for hidden or unsuspected errors and misconceptions to show themselves plainly. You time is limited, and you must do as much as possible for the cause of truth in the single week before you. Upon the merest intimation by an inflection or emphasis, or side remark, you must detect and comprehend the concealed, underlying error, not to expose it necessarily, but to see that it is removed completely.

6. Avoid disputed questions and unprofitable discussions. They are abundant in Grammar, and plentiful in Theory and Practice. They are ever coming up, to waste time and do no good. Be brave enough to shut them out or drive them out when once entered, at the risk of being thought ignorant, or afraid to give an opinion. And yet don't repress discussion too much. It often quickens, if its doesn't enlighten. But there are so many persons who don't know when all has been said that can be said with profit upon a topic, unless they have the last word!

7. Do not have any pet theories or hobbies of your own to advocate. Your object is not to make the teachers agree with you exactly, but to put them in a position to judge for themselves, and to lead them to do so without passion or prejudice.

8. Do not be afraid to have questions put to you. Encourage them. If they come from the right spirit, it is a good sign. If you do not know, say so frankly. Your position is that of the candid truth-seeker, and the helper of those who are searching with you, and not that of an infallible expounder. You are to be pitied, and the institute too, if you can labor there a week as a good, live instructor, and not have a question put to you that you cannot answer. There is a false idea among teachers upon this point. They seem really to believe that a "teacher ought to know everything," and are often tempted to resort to subterfuges, if not downright dishonesty, in order to conceal their ignorance. By your example do your best to lift them above it. Do not be afraid yourself to say, "I don't know." There is never any disgrace in it if we have not been remiss, although it may be unfortunate for us to be obliged to confess it.

9. Do not allow the teachers to obtain from you stereotyped or set statements, to be retailed again as occasion may require. Make sure that you are leaving in their minds things, and not words merely. Do not be satisfied with their own assurance that they comprehend you or your explanation. It is easy for us to be deceived in ourselves. Require them to say it for you in some other way, in some other terms. It is safe to accept as an invariable rule *that we do not fully understand and possess that idea which we cannot express in some other language or symbol than that in which it is conveyed to us.*

10. Be practical. That is the one quality of value in your instruction. Between the doing of a thing, and the telling how to do it, there is a vast difference. In your work see that things are done, and not merely described. Make the application of your principle on the spot. If arithmetic is your subject, furnish yourself, for example, with all the foot-rules, yard-sticks, and tape-lines, that you can get hold of, and then, in teaching Compound Numbers, use them. Set two or three teachers to work independently measuring the length and breadth of the room. You will be surprised to see how far apart they are in results, and so will they. Set another to finding the area of a pane of glass in the window, another the area of a panel in the door, another the solid contents of the chalk box, table-drawers, or the top board of a desk. Then you will see, and they will see, how different it is to say "Multiply the length, breadth, and thickness together," and even to do it in a problem book, from doing an actual problem, and applying the rule practically. If any institute finds five per cent. of its lady teachers—the gentlemen are

somewhat ahead in this line because of necessary practice—able, without any help from others, to go right ahead and perform correctly such work as indicated above, the instructor will be glad to know the fact. Furthermore, if twenty-five per cent. of the ladies are not found—remember, there must be no collusion or putting together of heads in this matter—making blunders which afterward surprise even themselves in the application of principles which they have taught for years, the instructor will be glad to note that fact also. This is not said at all in disparagement of the lady teachers, or of some gentlemen teachers, as we are sorry to be obliged to add in justice. But it is said simply to emphasize the kind of instruction which ought to be imparted in our institutes, namely, thorough, objective, practical. A few days spent in this way, or enough time to get the ice thoroughly broken, to get the spirit fully aroused, to make teachers feel the advantage of this kind of teaching, will be of infinite service. That is the way their boys and girls should be taught, and these teachers will go back to school and so teach their boys and girls.

But the institute instructor must know that the teachers will be backward and timid in this work. It will be distasteful to them at first. They must be kept at it long enough to gain confidence and a little real practice, and become interested, or they will vote it a nuisance and drop it with the institute. So if enough time cannot be given to this work to carry the teachers over the dead point, so to speak, it is hardly worth while to begin it. But your objective arithmetic work ought not to stop here and with the other tables of Compound Numbers. In Fractions, give them work to do with things, instead of numbers. In Commercial Arithmetic, go to the bank in the town where your institute is held, and get a handful of blank promissory notes and bank checks; take with you your own life and fire insurance policies, and borrow others. Let the teachers see these and become familiar with them. It will give reality to their teaching in these subjects. We were going to venture upon a statement of the number of lady teachers who never saw or read an insurance policy, and yet who have before many classes talked learnedly, and possibly correctly, about *risk*, *premium*, *policy*, etc. Let the same kind of teaching be done in Grammar. Instead of formal parsing and saying of rules, have good practical language lessons. This is the kind of work that our teachers need.

"JOE BLANKSTER."

At the graduating exercises of the West Point Military Academy in June last, General Sherman made a short address, from which the following reference to two of his old class-mates is taken:

In looking at this fine graduating class, even from this distance—you look exactly like the class last year, and the one before that, and the one of every year since the class that I graduated in—I can see myself and my old classmates almost, in your features; I can see—, and—, and—, (mentioning a dozen of his old classmates). I can see old Joe Blankster. In the spring of 1836 there came here a great, big, stout fellow—from Ohio, too—6 feet 5 inches in his stockings, a yard across his shoulders, weighing 260 pounds, with hands hard with toil on his father's farm. He had hardly ever seen the inside of an arithmetic; but he had an honest, manly face, and wore No. 16 shoes, so big the shoemakers used to charge him double price for making them! His parents were poor farmers in the south-western part of Ohio.

In the spring of 1840, just before we were graduated, Joe's father took ill and he had to go home. He was too poor to have two suits of clothes, so that he travelled all that distance in his cadet uniform with the short tail. It was a Presidential campaign year, and he attended a great mass meeting, still clad in his gray uniform. One of the speakers talked about the tyranny of the Government, the President's great white palace, the golden spoons he ate out of, and the soft carpets he walked on. He spoke of that aristocratic place on the North River where "wasp-waisted wampires were paid $30 a month and found," for doing nothing.

"*I'm one of 'em!*" said Joe, turning to a man who stood by him. "I'm one of the 'wasp-waisted wampires.'" His remark was overheard, and he was boosted up to the stand. There was a shout as soon as he was seen. The orator was silenced, and the crowd shouted, "If that's a sample, give us more." The academy was on the verge of dissolution in 1840. I believe that that incident carried it through the crisis.

To illustrate the fact that graduation from West Point does not necessarily make a good man, the General continued: Bryan P. Tilden was a member of my class. He came from the best schools of Boston, and at once led off the class. We were all afraid of him—he knew too much. At the end of the four years he was about the middle of the class. He had an honorable record till he went with the troops to the city of Mexico, and then he wanted to get rich. He committed a robbery, and was condemned for murder, and the scaffold was erected to hang him on. Just in the nick of time for him, the treaty was signed and he escaped. But he lost his commission, went back to Boston, and found plenty of lawyers to whitewash him.

Joe Blankster could take any of us and butt our heads together and make us behave our-

selves. He was stricken by lightning while in the performance of duty, and now lies buried, I believe, in the sands of Florida. Tilden eventually died and has a costly monument, I believe —at least, he ought to have! When these men approach the gates of Paradise, one will stand ajar, but the other I think will be closed. I love every cadet that looks like Blankster, even to this day.

EXAMINATION QUESTIONS.

THE following list of Examination Questions we take from the *Student's Visitor*. They were used by Mr. Thos. M. Balliet, County Superintendent of Carbon County.

Spelling.—Delegate, delicate, column, solemn, destructible, durable, Wednesday, profuse, produce, parliament, pernicious, conscientious, exquisite, soothe, vendible, witticism, deference, difference, dissent, scintillate, ventilate, paregoric, siege, seize, primer, swimmer, cartilage, refrain, profane, traceable.

Geography.—Draw maps of Ohio, Pennsylvania, Virginia and Spain, and locate on them the principal rivers, mountains and cities—Give the geography of New York, California and the German Empire—Locate the Straits of Malacca, Magellan, the Yellow Sea, and the Sea of Marmora; the Lena, Volga and Brazos rivers; Munich, Berlin, the Philippine Islands, Corsica, Hayti and Celebes—Lakes: their classification, origin of salt in salt lakes—Circles.

History.—Mention and locate some of the leading Indian tribes in colonial times—Give the early history of Connecticut—King Philip's war —Give a brief sketch of the French and Indian war—Give an account of Early's Invasion, and of the formation of West Virginia into a separate State.

Arithmetic.—A broker received $6,500, with which to buy hops, at 31¼ cents per pound, after deducting his commission at 4 per cent. How many pounds did he buy? How many feet of boards are there in the four sides of a barn 30 by 40 feet, and 16 feet high to the eaves, and 24½ feet high to the gable peaks?—A bookseller bought $300 worth of books at a discount of 33⅓ per cent. from list prices, and sold them at regular retail price, on 6 months time. What per cent. profit did he make, money being worth 6 per cent.?—Reduce .08 3-14 to a common fraction—A farmer has a stack of hay 24 feet in diameter at the base and 15 feet high, containing 8 tons. If 12 feet is taken from the top, how many tons remain?—.26÷.00013—For how much must I give my note in bank at 90 days, to draw enough money to pay a debt of $3,500, discount at 6 per cent.? If I buy government bonds at 110, bearing 4 per cent. interest, and at the end of three years they are redeemed, what per cent. do I make on my investment?

Theory of Teaching.—Name the intellectual faculties in the order in which they develop in the child—Why is it natural for a child's mind to pass from the concrete to the abstract in acquiring knowledge? Show the application of the principle to the teaching of geography—Show the significance of the personality of the teacher as a factor in education—Outline your method of teaching primary reading, and state the principles on which it is based—Explain different methods, when an offence has been committed in school, of discerning the guilty persons, when they are unknown to the teacher, but known to their fellow pupils—In what respects does primary teaching differ in its general character from the teaching in advanced grades?

Grammar.—Define mode, case, defective verb, personal pronoun, compound personal pronoun—Mention the relative pronouns and tell how *who*, *which* and *that* differ in their use. Analyze the following sentences and parse the words in italics:

"*He that* hath ears to hear let *him hear*."

Lives of great men *all remind us*,
We *can make* our lives *sublime*,
And *departing*, *leave* behind us,
Footprints on the sands of time.

Write an application for a school.

KEEP THE CHILDREN HAPPY.

INVENT every possible amusement to keep your boys at home in the evenings. Never mind if they do scatter books and pictures, coats, hats, and boots! Never mind if they do make noise around you, with their whistling and hurrahing! We would stand aghast if we could have a vision of the young men gone to utter destruction for the very reason that, having cold, disagreeable, dull, stiff firesides at home, they sought amusement elsewhere. The influence of a loving mother or sisters is incalculable. Like the circle formed by casting a stone in the water, it goes on and through a man's whole life. Circumstances and worldly pleasures may weaken the remembrance for a time but each touch upon the the chords of memory will awaken the old-time music, and her face, her voice, and her loving words will come up before him like a revelation.

The time will come, before you think, when you would give the world to have your house tumbled by the dear hands of those very boys; when your heart shall long for the noisy steps in the hall, and their ruddy cheeks laid up to yours; when you would rather have their jolly whistle than the songs of Nillson; when you would gladly have dirty carpets, aye live without carpets at all, but to have their bright strong forms beside you once more. Than play with and pet them. Praise Johnny's drawing, Betty's music, and baby's first attempt at writing his name. Encourage Dick to persevere in making his rabbit-hutch. If one shows a talent for figures, tell him he is your

famous mathematician; and if another loves geography, tell him he is sure to make a good traveler or foreign missionary. Go with them to see their young rabbits, and chickens, and pigeons. Have them gather for you mosses, and grasses, and flowers, to decorate your room. And you will keep yourself young and fresh by entering into their joys.

TEACHING READING.*

BY COL. F. W. PARKER.

IN this discussion of the art of teaching reading, I have tried to explain the principles that underlie the so-called object, word, sentence, script and phonic methods. Each of these methods has been discovered by teachers in the past, and generally each has been applied by different teachers as the only true method. Probably the exact date of the discovery of each method cannot be given, but the youngest of these, the script method, is nearly one hundred years old; and the oldest, the phonic, is described by Valentine Ickelsamer, a contemporary of Luther's, in a book written in 1534. No one would claim the title of inventor of a new method, if they had studied the history of the art of teaching reading. Each one of these methods was discovered in the action of some mental law. So far as they go, and used in their own proper place and proportion, they are all natural methods. The difficulty is in using one method to the exclusion of all others. It is like using one power of the mind and leaving four others inactive. The fact is, that the object, word, sentence, script, and phonic methods form one true method in teaching reading. Each should be used in its own time, place and proportion, in such a manner as to arouse and strengthen five faculties of the mind instead of one. This reconciliation of most methods that have been discovered in the past, is true not only of teaching reading, but everything else. We might say that everything now done in the school-room, in the way of teaching, is right, in its place; but the trouble is that things get frightfully misplaced. Precision, for instance, may take the place, and crush the evolution of thought, and thought growth may override precision. It seems to me, that the great duty of the teachers of this age is, first, to know all the great things that have been discovered by the teachers and thinkers of the past, and to reconcile them into a science of teaching. I shall now endeavor to apply in practice what I have given you in theory; in which I trust you will see that all the methods I have given can and should be used as one.

The preparatory exercises that should always precede the teaching of primary reading, I will give when I discuss the teaching of language. We will suppose that the child has had these preparatory exercises, and is ready to be taught reading. The first question to be settled is, What words shall be taught? (Learning to read, you will remember, is learning a vocabulary of written and printed words.) The first general answer to this question is, The oral words the child has already gained. The idea must always be acquired before the word can be. All through the education of the child this rule should be carefully followed. Education may be said to consist, first, in enlarging the range of ideas; second, in relating these ideas in various ways.

The value of a word depends wholly upon the value of the idea it recalls. It is of great importance to select carefully the vocabulary to be taught the child during the first year; and it is of greater importance that the selected vocabulary should be slowly and thoroughly taught. That is, that repetitions of the word should entirely suffice to put the word within the automatic use of the child.

Much time and very good teaching is wasted by not following the step-by-step rule, by which everything done is thoroughly done. It is far more important to teach 20 words well than to try to teach 200 imperfectly. The first vocabulary selected should contain about 200 words, to be taught in script on the blackboard. In selecting this list of words three things should be taken into account, First, the *favorite* words of the child. Those words which would naturally arouse most interest in the child should be taught first. Second, the words should be arranged in phonic order—generally the short sounds are taken first. With these words, all the unphonetic words, like *where*, *there*, etc., that serve to introduce the idioms used by the little child. Teaching words in the phonic order, that is, the order of vowel sounds, serves, as I have previously explained, to intensify the law of analogies on which the phonic method is founded. I may say here, that the phonic

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order should not be followed at the expense of the interest of the child. Every word and sentence should bring up a bright and interesting picture. One should not hesitate to introduce any new word for this purpose. The first words taught should be names of common objects. Now it is true that the objects most common to the child have names in which only short vowel sounds occur, such as *fan, cap, hat, cat, mat, rat, bat, bag, rag, flag, hen, egg, nest, bell, fish, dish, pig, rabbit, ship, dog, doll, top, fox, box, cup, tub, mug, jug, nut.* The second thing to be observed in selecting the list is, the words used in the first book or books that the child will read.

No First Reader extant furnishes repetition enough for the thorough learning of the words. It is better to select the vocabulary from the first parts of three or four different readers. If this is done when the child begins the print (after 150 or 200 words have been taught in script), he can read with great ease and delight 150 or 200 pages in print. We will suppose, then, that the vocabulary has been carefully selected; that the preparatory oral work has been done; that the teacher has selected fifteen or twenty objects, or models of objects, to aid in teaching the first few words. The pupils have been carefully divided off in groups of five or six, according to their mental strength. The work would naturally begin with their brightest group. (Never tell them that they are bright, however.) The teacher is at the board, surrounded by a little group of children, who have been made to feel quite at home in the school-room, and who are ready and eager for any new step, because everything thay have done in the school-room has given them pleasure. They have unbounded faith in the power of the teacher to lead them into green pastures filled with the most delightful shrubs and flowers. The teacher holds up an object as she has often done before; but now, instead of giving its name orally, she says, "Hear the chalk talk," and slowly writes the word. Let me say here, that the articles *a, an,* and *the,* should always be written with the words, and the article and word should be pronounced as one word. Write the name of the object several times. Let the teacher point to the word, having put the object down, and say to the child, "Bring me a —" pointing at the same time to the word. Let the teacher hold up the object and ask, "What does the chalk say this is?" having the pupil point to the word. These exercises should not occupy more than five minutes. The next lesson show a new object, and write its name as before. Let the child take the two objects, one in each hand. Let the teacher write the name, and ask him to hold up the objects, first one, and then the other, as the names are written. This plan may be safely followed till ten or fifteen words are taught. In review of words, all the names may be written; let the teacher point to the different names and have the pupils bring the objects; then the teacher holds up the objects, and lets the pupils point to the names; and last, have the pupils point and give the names without the objects.

The first sentence may now be taught. Let the child take, for instance, a fan in his hand, and be led to say "This is a fan." The teacher writes the sentence on the board, and says, "The chalk has said what you said; what did the chalk say?" The child, holding the fan, says, "This is a fan." Write in place of *fan* successively, all the words that have been taught. Have pupils take the objects and read the sentences. Change *this* to *that*; place the objects at a little distance from the pupils, and repeat all the sentences as before. Change *that* to *here*, and repeat all the sentences, having the child hold the appropriate object as he reads each sentence. Change *here* to *there*, and repeat as before. Change the singulars to plurals and change the sentences accordingly, using *these* and *those*, *here* and *there*. Write questions beginning with *where*, as "Where is the fan?" and let pupils answer orally by holding up the object, as "Here is the fan." Put the objects on the table, and ask the question by writing it on the board—"Where is the fan?" After this answer, write the answers and have pupils read them. When a dozen sentences have been written, have the pupils read the whole successively. Introduce new words as before with objects. Qualities of objects may be brought in next; as "The red box;" "The white fan;" "The fat rat;" and reviews made by the schedule just given —*this, that, these, those*, etc. Place objects in different positions, as the fan in the hat, the cap in the box, and write sentences, describing them. Little exclamatory sentences may here be introduced with good effect, as "Oh, what a pretty fan!" "See the little doll!" "Oh, there is the cat!" "The cat is sitting up!" "Isn't she funny?" Directions might be written on the board which the pupil reads silently, and complies with; such as "Come to me." "Sit down." "Stand up." "Shake hands." "Run." "Jump." "Skip." "Hop." "Laugh." "Cry," etc.

The next step may be the writing of little connected stories on the blackboard. A very good way to write stories, or sentences connected in thought, is for the teacher to sketch a picture on the board. Let her make a plan for a picture containg quite a number of objects. Let her sketch one object before the little group, talk, and then write sentences about it, and arouse curiosity as to what the picture is to be. Thus, one picture may serve for several lessons. A large wall picture may be used in the same way. In all object lessons, lessons on plants, animals, and color, the words and sentences should be written upon the board.

Some general directions to be followed in teaching these first lessons may be of service. I will give them here:

1. Carefully introduce each word which of itself recalls an idea, by first presenting the object, sketch or representation of the object, or by bringing the picture of it vividly to the child's mind by means of conversation or questioning.

2. All words that do not recall ideas except in their relations, should be taught in phrases or sentences.

3. Try to make every thought and its expression real to the child, and, when it can be done, suit the action to the word.

4. Be sure the child has got the thought before you allow him to make an attempt to give it.

5. Have the child get the thought by means of the written words, and not by hearing the sentence read.

6. Do not teach emphasis, inflection and pauses by imitation. Thought will control expression. If the thought is in the child's mind in its fullest intensity, the expression will be appropriate.

7. Train children to read in pleasant, conversational tones, free from harshness, monotony, or artificiality.

8. Never allow the children to read carelessly, or to guess at the words.

9. To arouse a desire for new words, and a love for the reading lesson, observe the following rules:

1. Teach the words very slowly at first.

2. Put the words taught into many different sentences.

3. Write short sentences, and then make very slight changes in them—generally of a single word—in order that the children may be successful every time they try to read a sentence.

4. Wait patiently until they grasp the thought, and if they are dull be very patient.

5. Have always a bright picture behind each word or sentence, which the child shall see vividly with his mind's eye.

The children should be trained to write on their slates the first words they learned from the blackboard. Several devices may be used for this. First, the children, following the teacher, may write the word in the air. Second, they may trace the word. Third, they may write the word line by line as the teacher writes it. (The teacher, by the way, should be an excellent penman.) Fourth, the children may write the word without any help from the teacher, copying it from a large and well-nigh perfect copy on the blackboard. The slates should be ruled. The same word may be copied several times. No matter how badly the child writes the first word, praise him if he has tried, and do not discourage him if he has not tried. Imbue him with your own faith that he can do it. When the sentence is written, have him write the sentences in the order I have given for the teaching of sentences. Be sure that he always begins the sentence with a capital, and uses the correct punctuation mark at the end of the sentence. Have the pupils read everything they write. Use short sentences at first. Never allow a child to read a sentence till he has the thought in his mind, and never allow him to express the thought in any other way than by talking. If he does not talk well train him to do so, orally, by object lessons. Introduce all new idioms in the same way. Repeat the words until you are sure they are thoroughly known.

The use of the phonic method may begin the first day the child comes to school, with the phonic analysis of the spoken word, which I prefer to call slow pronunciation. The purpose of this exercise is to bring distinctly to the child's consciousness the separate sounds of which the spoken word consists, and to give him such practice as will enable him to utter all the elementary sounds of the language purely and easily. But no attempt should be made at this time to associate these elementary sounds with the letters that stand for them. That comes later. The child should first become accustomed to *hear* the separate sounds and to *utter* them; and the exercises for this purpose should be among the first given to the pupil, and be carried on side by side with the oral language work from day to day. I will describe in detail the first steps of this work.

When a few exercises in the repetition of sentences have been given, the teacher may, without changing her tone of voice, pro-

nounce slowly (spell by sound) one of the words in a given sentence. For instance, the teacher, pointing at the clock, says, "There is a c-l-o-ck." The pupils will repeat the sentence as before, without hesitation. Or the teacher may say to the children, "Touch what I name: n-o-se, m-ou-th, f-a-ce, d-e-s-k," and the pupils will perform the acts promptly *if the teacher does not change her tone.* Then pronounce single words slowly, and ask pupils to tell what you say. Pronounce whole sentences slowly, and ask the pupils to repeat them in the ordinary way. Direct pupils to "s-t-a-n-d u-p; s-i-t d-o-w-n," etc. As soon as they have become accustomed to hearing the slow pronunciation, say single words slowly and let them imitate. (One sound may be given at a time, the pupils repeating—as, "m," "*m*," "ou," "*ou*," "th," "*th*.") It is not well to let the pupils pronounce a word slowly and immediately pronounce it in the ordinary way, as in a spelling exercise, because they should have the feeling that when they have once uttered the sounds they have pronounced the word. After this, pronounce words in the ordinary way, and ask the pupils to pronounce the same words slowly. Let pupils pronounce slowly any words that they may think of. Those children who have defects in articulation should have special drill. To assist them in uttering the sounds correctly, the right position of the vocal organs should be shown. Words mispronounced should be corrected by imitating the teacher, and by repetition until the correct habit is formed. The preliminary exercises, both in oral language and in phonics, should be carefully graded, beginning with those which are very simple. There should be frequent reviews, and the exercises should be short—five minutes at first, and never at any time more than ten minutes. Practice on the sound chart is of great service. Begin hy articulating each sound separately, and asking the pupils to imitate you. Each sound may be repeated once or twice or three times, both slowly and in quick succession, the pupils imitating. In this exercise the sounds may be given in the order indicated in the chart which is given below, but this chart should not be written on the board at first, not until it is needed for the purpose of associating the sounds with the letters in teaching reading.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, OCTOBER, 1883.

E. E. HIGBEE. - - - - J. P. McCASKEY.

IF this Journal contains, in the round of the year, a goodly proportion of such matter as may broaden the thought of one, increase the knowledge of another, arouse the energy of a third, stir enthusiasm in the soul of a fourth—helping here and there, and hindering nowhere—its wider circulation will mean increased benefit to the cause it serves; and we shall be glad to have such assistance from Teachers, Directors and Superintendents as will add names to our subscription list. If the *Pennsylvania School Journal* is a good one, and its subscription list is its life, why should not the teachers and school officers of Pennsylvania give it their hearty support and encouragement? Good words and good wishes are grateful, but no publication can live except upon a cash basis of subscriptions ordered and paid for. Cannot the reader, in sympathy with the work, send us one or more subscribers?

THE Institute campaign, which is already fairly opened for the season of 1883, promises to be one of great activity. The annual Teachers' Institute has become a strong feature of our Pennsylvania work. Here for a week come together on common ground, with the strong tie of a common interest, the toilers in a common cause—the president of the richly-endowed college or university, the specialist from the chair of science or language, the teachers of normal schools, and high schools, and grammar schools, and primary schools—schools graded and ungraded. Here are met all degrees of attainment, varying forms of religious belief, all shades of interest—from the warmth of an unselfish enthusiasm to the *rigor mortis* of the mental and moral corpses, out of place in the school-room, whom no generous fire can ever warm to life and energy. All good teachers in the different grades of the work see themselves more and more to be mutually dependent upon one another for the full measure of success to which they must ever aspire. They ought to know, to appreciate, to aid one another. It was for this that the Institute was designed and popularized. Let

it fail as little as may be of its noble purpose in the new season now upon us. In every county throughout the State let this be the practical thought: "Iron sharpeneth iron; so a man sharpeneth the countenance of his friend."

One of the leading Reviews, in a recent issue, presents much that is interesting and suggestive in an article upon the "Contents of Children's Minds." Some two hundred pupils in certain of the Boston schools were selected in such manner that they should be fairly representative. These were then examined at leisure, and at their ease, in groups of three each, by skilful kindergarten teachers. The questions asked had been previously selected with great care, and after much experiment as to what might be best for the practical result desired. These questions were one hundred and thirty-four in number. A careful record of the answers given was kept in all cases; and several hours were required to complete the examination of each group, such changes and rests being allowed as seemed needful. The results were then tabulated, and it is possible that something has been learned; or at least that a practical hint has been given to thoughtful teachers and parents. We hope to lay this article before the reader in the next issue of *The Journal.*

Immortality! This master thought, which should be most in our minds, ever present with us, is one to which millions seem never to give a passing moment of serious reflection. They are as their dogs and their horses. Of all human beings, the clergy not excepted, those in the educational work should ponder most this sublime truth, and make it familiar as their native air to the youth who are everywhere passing through the schools. This is meat that doth not perish in the eating. The paper by Emerson, elsewhere in the present number, will repay careful reading.

During the hundred years of its existence, the noted Phillips-Exeter Academy in New England has had but four principals. The first was Wm. Woodbridge, who served for but five years, from 1783 to 1788. Dr. Abbott, the Nestor of American instructors, then took charge and maintained his place with success and approval until 1828. He was succeeded by Dr. Soule, who resigned in 1873, after a connection with the academy as teacher and pupil of over fifty-one years. The combined service of these two gentlemen was about 101 years, and their combined service as principals over 85 years. In 1873 Mr. Perkins was called. He resigned during the present year, the centennial anniversary of this famous training school. It is one of the restrictions in the choice of principal, named in the will of Mr. Phillips, founding the academy, that he shall be a member of the Congregational church. Who can measure the good work done by a scholarly Christian teacher, in such responsible position, impressing his strong personality upon the young students who came and went for almost half a century! Compared with this, the Presidency of the nation, for an ordinary term of office, is dwarfed into insignificance.

In publishing the list of school officers present at the convention of Superintendents at Williamsport, the following omissions have come to our knowledge: County Superintendent J. H. Werner, of Northampton, and Borough Superintendents David A. Harman, of Hazleton, and Thad. M. Conniff, of Pittston. These gentlemen are in earnest in their work, and we take pleasure in placing them properly upon the record.

Prof. Huxley said in a recent lecture: "I have said before, and I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer, and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers—I say, if he cannot get it out of those writers, he cannot get it out of anything; and I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess; and, what is still more important and still more neglected, the habit of using that language with precision, and with force, and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language; the Germans study theirs; but Englishmen do not seem to think it worth their while."

The new Music-Page Supplement, No. 12, for the current school year, is ordered freely and spoken of favorably. Some reference in detail to the songs and hymns which it contains will be found elsewhere in the present issue. Among others, Supt. H. F. Leister has just ordered several hundred copies for the public schools of Phœnixville.

AT school we learn a few rules of Grammar and Rhetoric, and then with these and our own self-assurance as a guide, we coolly pass opinions on the world's greatest geniuses. Should they range beyond our formula of rules we boldly denounce them, and should an unfamiliar construction appear upon their pages down goes the black mark against their names. Moreover, having read one or two books of an author we consider that we are competent to judge, and are justified in making the broadest and the wildest statements concerning his merit as a writer. This we call criticism. It is worth little in itself, except that it may help the critic slowly onward to some higher plane of attainment from which he can look down with good-natured pity upon the youth he knew some distance back upon the road.

PUBLISHER PITMAN, of Paternoster Row, London, entirely outbids the new spelling advocates. He has got out the Pickwick Papers in easy reporting style of phonography. Pitman's shorthand library may have only a limited number of readers, but if the world is to move in this direction, as certain learned professors insist, why do they tarry in the tents of what *wuz filosofe* before this latest idea was broached? The little Chinese and Japs have much more to learn, in reading and writing, than the short-hand writer, so why does a spelling reform stop short of this character, so ingeniously put forward in this novel series as the desideratum for writers and readers both? It does not look half so ugly as the mixed dialect in alphabetic type, and probably could be acquired as *redele* by beginners.

We heartily sympathize with the *Ledger*, upon the "deformed spelling" issue. Bad proof-reading has always been to us an annoyance, but, as being a matter of accident or ignorance, we have always been charitable towards such blundering—not unfrequently our own. Now, however, that our spelling is to be deliberately made bad—worse!—by the "five rules," patience ceases to be a virtue, and we refuse to come at all under the influence of the vicious "reform." As well mutilate the music of "Home, Sweet Home," or any other delightful melody, as mar the familiar spelling of the lines. As we enjoy grace notes in music, so we like the final letters in "programme," or "etiquette." Wrinkles and crows-feet may have no beauty for the mere artist of form and color; but we would not have them changed in the faces of our good old friends.

NOTHING will supply the want of sunshine to peaches; and, to make knowledge valuable, you must have the cheerfulness of wisdom. Goodness smiles to the last.

Emerson.

THE Pottsville *Miners' Journal* says, "It isn't worth while to teach the average American youth the importance of education when he can take up the papers and learn that Sullivan, the slugger, can make more money in half an hour than the average school teacher in a year." The work, however, is of a different kind. That of the gladiator in the old amphitheatre passed with his brief hour of cruel triumph, while the spirit of the poor Christian teacher and disciple of his day—who so often dyed the arena with his life-blood—more than any other single influence, now dominates the world.

THE State of Indiana has a permanent school fund of $9,175,033.92, which is equal to $12.84 per capita for each child of school age in the State. The fund cannot be reduced in any way, as the counties are only allowed to use interest thereon, and are held responsible for any losses.

WE don't know much—teachers, superintendents, and the rest of us. Everything challenges our ignorance—from blossom to fruit, from spore to fern, from tiny seed to tender plant or forest tree; from egg to insect, bird, or creature of the deep; from the grain of sand to the "strength of the hills," the firm-fixed isle, the enduring continent; from the brilliant track of the meteor to the awful sweep of the star system. Of all the wonders of earth and sea and air and sky, let us constantly acknowledge, in saving humility, that we know almost nothing whatsoever. But let us as constantly be awake to learn, both for ourselves and for others.

A new subject is begun in this number which will be continued through several issues, under the head of "Insect Lives, or Born in Prison." Those who have given no attention to moths and butterflies, and the marvelous changes through which they pass, will find opened before them here a new field of interest and wonder.

CAPTAIN PRATT, in charge of the Indian Training School at Carlisle, tells of an Indian youth, eighteen years of age, who appeared at that school during the past winter, having found his way half across the continent in search of an education. He had $2.75 on starting from his home. That brought him across the Mississippi River. Then by walking for days at a time and an occasional ride on a freight train, he made the rest of the long journey. He sold his Indian ornaments for $2.25 to secure bread on the way. Coming across the Allegheny

Mountains his worn-out moccasins were no protection to his feet against the snow, and he traded his blanket for a pair of shoes. At last he reached the Carlisle school, and asked to share the privileges of which some have thought his race unworthy. What other race would manifest more earnest purpose?

It having been urged that the schools of Cleveland were working at high pressure to the injury of the eyesight and health of pupils, and the same objection being urged against school management elsewhere with perhaps no better reason, Dr. J. H. Jones, an eminent physician of Cleveland, deeply interested in the work of education in that city, made careful investigation of the whole subject, and closes an elaborate report as follows:

There is no evidence that insanity or other nervous diseases have been produced as the result of study in the schools of Cleveland.

There is no evidence that diseases are more common or more fatal among school children than among others of the same age.

The rate of mortality of high school pupils is only about one-third as great as the rate of mortality of those of the same age in the city at large.

Much of the illness of high school girls is probably due to the inattention of mothers in not seeing that they are properly clothed and fed.

The length of time required to be spent daily in study in the grammar and high schools is not excessive.

Worry from examinations is exceptional and does not injure the health, except in some very nervous pupils, and does little permanent injury to them. We cannot avoid all occasions of worry, and it is not desirable to do it if we could.

The eyes of the pupils are not injured by the school work in the Cleveland schools—the eyes of the pupils of the higher grades being, upon the whole, better than those in the first year of school life.

The teacher cannot accept too heartily for himself, nor urge too earnestly upon his growing pupils, this practical truth that "the genius of success is the genius of labor." In an address before the literary societies of Hiram College, President Garfield used this terse and striking phrase, elaborating the thought in the following paragraph, which may be read with profit almost anywhere:

"Having passed the limits of childhood, and being about to enter the larger world of manhood, with its manifold struggles and aspirations, you are now confronted with the question, 'What must I do to fit myself most completely, not for being a citizen merely, but for being all that doth become a man, living in the full light of the Christian civilization of America?' Your disenthralled country asks you to be educated for her sake, and the noblest aspirations of your being still more imperatively ask it for you own sake. I beseech you to remember that the genius of success is still the genius of labor. If hard work is not another name for talent, it is the best possible substitute for it. In the long run the chief difference in men will be found in the amount of work they do. It may be stated as a general rule, that, if we compel ourselves to learn what we ought to know, and use it when learned, our discipline will take care of itself. Young gentlemen, learn to cultivate a wise reliance, based not on what you hope, but on what you perform. Give crutches to cripples; but go you forth with brave, true hearts, knowing that fortune dwells in your brain and muscle, and that labor is the only human symbol of omnipotence."

The following is from *The Republic*, of Springfield, Ohio: "There is a general increase in the salaries of teachers in the East. The school authorities are beginning to see that niggardly payment of teachers will soon reduce the quality. If you pay your teachers like boot-blacks you may soon have boot-blacks for teachers. A man of brains and aptitude in his profession should be paid for it, or he will find employment elsewhere."

One of the direst curses of our race and time is that of intoxicating drink. The schools are not doing their duty in this direction. The mind of the pupil should be properly informed upon this subject. Intelligent observation and thought and study as to the effects of various stimulants upon the human system should be encouraged by all good teachers. "The boy is father to the man." Set the boy to thinking and he will, in most cases, control the man. In the last number of *The Journal* a list of books was given, such as teachers who desire to do their full duty here may consult with permanent advantage to themselves and their pupils. From an exchange we take the following paragraph:

The Legislature of Pennsylvania passed a a law prohibiting the sale of intoxicating drinks or liquors to minors or persons under age, to persons of known intemperate habits, and on Sunday. We see this law violated almost every day and almost every hour of the day in our midst. If we do not see it we know that such violations occur by the pitiful spectacle of beardless youths staggering through our streets, and the antics of men made ridiculous by their cups. If a man should enter your house in daytime or at night and steal your money or something else of value, a great hue and cry would be raised and every effort possible would be made to apprehend the thief and bring him

to justice. Neither time or money would be spared in the effort. But the man who sells your minor son that which steals from him his character, and has a tendency to place him on a level with the brute, is allowed to go on in his nefarious business. Taking you by the hand, he professes to be your best friend while he is your worst enemy. In the one case money and time are expended to punish him who violates the law, in the other nothing is done, although you have but to reach forth your hand and he will suffer his just dues.

MEETINGS AT WILLIAMSPORT.

1856—1871—1883.

THE most important of the three meetings held at Williamsport—the only place at which the State Association has met thus often—was that of 1856. The reason for this will at once be apparent when we remember that the period was, in a remarkable degree, a formative one in our school affairs. Discussion of educational questions, and of the general features of a State System of Schools had for years been rife in many parts of the Commonwealth. Impressions and opinions, suggestion and plan, theories tested or untried, were then rapidly crystallizing into definite purpose and policy. The great step had been taken in the act of 1854, which created the local superintendency, introducing official supervision in all the counties of the State; and this Convention was called in the second year of that office, whose continued existence was a matter of grave concern to school men everywhere. The State Association, organized in 1852, had come to be recognized as the State Council of Education, whose meetings must be followed by tangible results. The *School Journal* was also a factor of great importance during those years, Dr. Burrowes using it with powerful effect to combat opposition and to create sentiment in favor of whatever measures of progress seemed needed to develop and strengthen the growing system. Hundreds and thousands of good men in all parts of the State had for years been pondering the great question of universal education. Their number was rapidly increasing, and each accession to their ranks became a new centre of influence. The time was ripe for action. It was God's work that needed to be done—and here, as always, the men stood ready to do it.

A book might be written upon these three meetings at Williamsport, but we have neither the desire nor leisure for such a task. Some brief mention of each may not be without interest to the reader:

THE FIRST MEETING.

Dr. J. P. Wickersham was the presiding officer of the Association; Prof. Wm. V. Davis, under whose instruction in the schoolroom we sat for years, was chairman of the Executive Committee. The sessions were held in the Dickinson Seminary. Bishop Potter made the opening address, as he waited for the whistle of the train that was to bear him on his way—declaring "enthusiasm the first condition requisite to success in the work of education, a soundly-based but bold enthusiasm." Prof. Charles Davies, the well-known mathematician, was present as a delegate from the New York State Association, and addressed the Convention on two or three occasions. Dr. Thomas H. Burrowes was the leading educationist at the meeting. Of these five men, but one, Dr. Wickersham, is now living.

Mr. A. M. Gow, of Washington county, read two reports—one upon the "Relation of Sunday and Secular Schools," which was followed by prolonged and animated discussion; and another upon the "Blackboard and its Uses," a practical subject, comparatively new and of great interest in those early days. Mr. Chas. W. Deans, of Delaware county, read a report on "Truancy, its Cause and Effects." We remember this old friend very pleasantly also at the second meeting at Williamsport—the last time we saw him before his death—when he was in the prime of life and radiant with energy. Reports were read also on "Mental Discipline," by Mr. Conly Plotts, of Lycoming county; on "Graded Schools in Town and Country," by A. K. Browne, of Clinton county; on "Infant Schools," by Wm. H. Batt, of Philadelphia; on the "Introduction of Natural History," by Dr. J. C. Adamson; on the "Number of Hours of School per Day," by J. H. Orvis, of Clinton county; on "Combining Mental, Moral and Religious Instruction," by Martha F. Edgar, of Lycoming county—all of whom have passed below the educational horizon, it may be, have gone over "to the majority," but their work is with us.

A convention of County Superintendents—at the same time with the State Association,—was called at Williamsport in 1856, by Hon. Andrew G. Curtin, then State Superintendent of common schools. Thirty-one counties were represented. The State Superintendent and Deputy Supt. Henry C.

Hickok were present during the sessions, and participated in the discussions. The former but a few years thereafter took his place in our history as the great War Governor of Pennsylvania. He is now living in honored retirement at his old home in Bellefonte. The latter was a most zealous school official, doing excellent work as Deputy Superintendent and afterward as State Superintendent under Governor Pollock. He is now in the United States Mint at Philadelphia. Supt. H. L. Dieffenbach, of Clinton county, was chosen president of the convention, a gentleman of rare ability and energy, who has lost none of his old-time interest in the educational movement, and whose voice and pen have been given constantly and effectively to the discussion of every vital school question that has presented itself in Pennsylvania during the past thirty-five years or more. The latest we have seen from his pen is an article on "Education in Pennsylvania," published in a recent issue of the Philadelphia *Record*. In his remarks upon taking the chair at Williamsport, he spoke of the convention having "assembled to consider the condition of a system devised to promote the welfare of over two millions of people, and of more than five hundred thousand children, and to adopt measures to promote the success of that system." Twenty-seven years have passed, and the marvelous development of the State has *doubled* these figures!

During the sessions reports were read on "Graded Schools," by Supt. R. W. Weaver, of Columbia county; on "Uniformity of Text Books," by Supt. A. R. Height, of Perry county; on "District Supervision," by Supt. H. L. Dieffenbach, of Clinton county; and on "Public Examinations and Exhibitions," by Supt. J. F. Calkins, of Tioga county. The subjects treated in these reports were discussed at length, especially the important matters of school supervision and district uniformity of text books. The subjects of a separate School Department, independent of the State Department; more generous appropriations by the State for school purposes, so that the poorer districts might be aided and encouraged in their efforts to improve their schools; the establishment of Normal Schools for the better training of teachers; and the necessity of county or State aid in support of Teachers' Institutes, were severally discussed with breadth of grasp and earnest purpose. These men knew the situation and the needs not only of the hour, but also of the future. It remained for themselves and their successors to bring up the average legislator to their plane of vision.

We reached Williamsport in '56 from Tamaqua, over the Catawissa road, and, after some memorable days in the best of good company, left on our homeward way, by the *packet boat*, for a moonlight ride on the canal, no railroad south from Williamsport having yet been opened. The night spent on deck was a delightful one. Mr. Wm. V. Davis and one or two besides were the life of our party of ladies and gentlemen—of whom himself and others, perhaps the best, are gone. It gives us pleasure to think that when we meet again we shall recall happy reminiscences of the old time on our planet, afar it may be, and among these will surely be incidents of this ride by moonlight on the slow-moving packet, with its frequent merry cry of "Low bridge!" interrupting all, to warn of danger near.

THE SECOND MEETING.

Fifteen years later the State Association again held its annual session at Williamsport—this time in the new Academy of Music. Few of those in attendance at the first meeting were enrolled at the second, probably not more than ten or twelve members. The country town of '56, with but a single line of railroad, then known as the "Catawissa route," had grown to be a city in size and appearance, and an important railroad centre. The enrollment was 321 in '71 against 180 at the former meeting, but the first, from the necessity of the case, had more direct and positive influence than the second upon the school policy of the State.

Prominent on the programme were the *In Memoriam* resolutions and eloquent tributes to the memory of Dr. Thos. H. Burrowes, recently deceased. One of the speakers on this occasion, who had been associated with Dr. Burrowes at the State College, at the time of his death, was himself named in resolutions of similar import adopted at the recent session.

Prof. A. N. Raub was presiding officer, and Mr. A. O. Newpher chairman of the Executive Committee. Papers were read upon the "Common Relation of Colleges and Public Schools to Liberal Education," by Prof. Geo. R. Bliss, of Lewisburg University; upon "Labor and Rest," by Miss Jennie Reighard, of Williamsport; on "The Next Step," by Mr. S. C. Shortledge, of Chester county; on a "State Board of Examiners," by Mr. A. O. Newpher, of

Lancaster county; on "Foot-prints," by Miss Laura M. Parker, of Pittsburgh; on "Science in Education," by Prof. George Eastburn, of Philadelphia, and on a "Graded Course of Study for Schools of All Classes," by George F. McFarland, of Harrisburg. Resolutions of respect to the memory of Prof. Wm. F. Wyers, of West Chester, long an active member of the Association, were adopted with hearty tributes of respect and affection; and an able address was delivered by ex-State Supt. Henry C. Hickok, his subject, which few men now living can discuss so forcibly and so intelligently as himself, being a "Retrospect of the Pennsylvania School System." It was a good programme, and a pleasant meeting, but—the times had changed.

THE THIRD MEETING.

So again at the meeting held in the same city in July last, the proceedings of which were given in full in our late issues, the change that had come in so many directions was the one that impressed us most—this time the change in the *personnel* of the corps. The new element that now comes to the front was strikingly represented by State Supt. E. E. Higbee, City Supt. James MacAlister, Prest. George W. Atherton, of the State College, Supt. R. M. Streeter, Prof. Isaac Sharpless, and others, who contributed much towards making this meeting take rank as second in importance of the three that have been held—the first being still first in honorable mention as it is the first in order of time J. P. M.

TWO PLEASANT LETTERS.

FROM the action of the Board of Control in the election of Mr. James MacAlister to the superintendency of the public schools much good is anticipated. There has always been strong opposition in certain quarters to the creation of this, which we regard the most important public position in Philadelphia. If the office be wisely administered under its present distinguished head—and we have every reason to believe that it will be so administered—the judgment of the Controllers who created and filled it will have its amplest vindication. Mr. MacAlister has already made a very favorable impression, not only upon the school men of Philadelphia but also upon the leaders of the educational work throughout the State. He is, however, in danger of overtasking his strength, although of that Scotch fibre which has been described as steel and whalebone, and it is here that he needs to be most on his guard. In the choice of his lieutenants he recently tendered one of the positions to Mr. Nicholas H. Maguire, a leading master in the city, by whom, after due consideration, the position was declined. The following is the correspondence:

SUPERINTENDENT'S OFFICE,
PHILADELPHIA, *Sept.* 1, 1883.

MR. NICHOLAS H. MAGUIRE,

Dear Sir: It has been made my duty by the Board of Education to recommend such persons as seem to me "properly qualified" for the position of Assistant Superintendent in the public schools of this city. In the discharge of this duty it affords me very great pleasure to ask your consent to present your name to the committee for their approval. In the interview had with you on this subject some time since, I explained to you fully the motives that had actuated me in selecting you for the first appointment to be made, and need not repeat the reasons now. Suffice it to say that I esteem it a privilege to be able to ask your acceptance of a position which I feel justified in believing you are so well fitted to occupy.

Your long and distinguished career as a teacher in Philadelphia, your high character as a scholar and a gentlemen, the respect in which you are held by all classes of the community, all warrant me in selecting you for the place, and I am sure your acceptance of it would receive the unanimous approval of the Board, and afford no small degree of satisfaction to the public. May I be allowed to add that I feel your presence in the department of supervision would be of great value to me personally? I could feel that I could lean with safety upon your varied experience and ripe judgment in the difficult problems that will come up for solution in the discharge of my official duties.

I sincerely trust that you will find it agreeable to your own views and interests to give a favorable answer to the tender I have the honor to submit to you.

I am, with great respect, yours very truly,
JAS. MACALISTER,
Supt. Public Schools.

Mr. Maguire's response was as follows:

HORACE BINNEY GRAMMAR SCHOOL,
PHILADELPHIA, *Sept.* 5, 1883.

JAMES MACALISTER, ESQ., *Supt. of Public Schools:*

My dear Sir: If I listened to the promptings of inclination or obeyed the dictates of desire, I would unhesitatingly accept the honor which you have proffered. The position is one to which I would aspire, and by every honorable means endeavor to attain, were I not restrained by a doubt of ability to perform successfully the arduous duties which it involves, and which will require not only mental power but physical endurance. Age, and all that it signifies, may depend more upon temperament than years; but a life dedicated to one pursuit may not at an advanced period be changed by the assumption of

other responsibilities without serious risk to strength of mind and health of body, while the enforced effort to secure success must necessarily entail partial failure. It would be an ungenerous return for the great obligation under which you have placed me to take advantage of your kindness, conscious of inability to answer all its requirements. I have not arrived at a conclusion hastily. I have viewed the matter in all its relations, consulted with those with whom I have held close intimacy through life, and I am convinced that my opportunity and day for service in any other sphere have passed.

While I am obliged, with great reluctance, to yield to circumstances and decline the tender which you have made, I deem it a privilege to offer to you, unreservedly, every ability which either experience or education may have afforded me, to promote the success of your efforts, and to ask, if I may without presumption, for your friendship and intimacy. Capacity of emotion does not always imply the gift of expression, and I feel that I cannot give full force to my sense of your kindness. Personally I am but as a stranger, yet to you I am indebted for sentiments most gracious, clothed in the flattering language of a long-tried and sincere friend, and I know that your justice will not question the sincerity of my acknowledgments.

I feel assured of your success, and sincerely hope that when your efforts here in the great cause in which you are engaged are crowned with approval, you may hereafter from the Higher Power receive the title and reward of the good and faithful servant.

With sentiments of esteem and respect,

NICHOLAS H. MAGUIRE.

THE DRAWING EXHIBIT.

THE exhibit of the specimens of drawing shown at the State Association at Williamsport was arranged on both sides of the hall-way leading to the court room. Foremost in completeness and arrangement, especially as regards the progressive steps of the art, and the correctness of the principle underlying the method of treatment, and the course of instruction, was the exhibit of the Normal Art School of Philadelphia, a school to which extended notice has already been given in these columns.

The foundation is here laid in geometry, thence the course proceeds to building construction and machine drawing, which naturally leads to perspective and descriptive drawing, after which the drawing of the several parts of the flower prepares for intelligent design. Speed the day when the teachers of the public schools shall have completed such a course of instruction!

Near to this exhibit were placed the drawings executed by the pupils of the Millersville and Shippensburg Normal Schools, both of which sent excellent specimens, showing that this subject is meeting with deserved attention in these institutions, and proving that excellent results can be attained in schools using Prof. Montgomery's system of industrial drawing.

Of the public school work, Pittsburgh unquestionably took the lead, both in quality and quantity, including work from the primaries, on the slate, up to crayon sketches and portraits. The Ralston, Franklin, Duquesne, Birmingham, Luckey, Wickersham, North, Sterret, Washington, and Hancock schools were all represented, and the display by each of the several schools was worthy of honorable mention. Closely allied to these was the exhibit of the Curry Institute, a very important factor in the work of education in the Iron City. York exhibited a profusion of maps, together with lettering, sketching, and free-hand drawing, making a highly creditable display, very similar to that made at Pottsville last year.

Some finely-colored maps from the public schools of Troy, Bradford county, as well as drawing-books exhibiting the daily work of the pupils, could not fail to interest the careful observer; while Titusville delighted the lover of the beautiful in the prominence given to fine art work, in drawings of the human form and animals from flat copy and from nature.

In the Williamsport display of sketches, shading, and fine art generally, the work done in the schools from day to day was satisfactorily shown. This exhibit included a number of drawing-books direct from the schools. Harrisburg, the capital of the State, placed its high school before the public in a large exhibit of perspective drawing, executed by the girls, and mechanical and geometrical drawing by the boys; nor was original drawing and design from the intermediate schools omitted.. Maps, well executed, from Northumberland and from Snyder county, completed this interesting exhibit, which Deputy Superintendent Houck properly characterized as the finest that had been seen in Pennsylvania since the Centennial Exposition.

To Mr. A. H. Berlin, the chairman, and his assistants on the special committee appointed at Pottsville to provide for this exhibition of drawing, the thanks of the members of the Association were heartily accorded. The duty imposed was one involving no little correspondence, and requiring both time and effort for its proper discharge—but the work was well done.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISRURG, October, 1883.

THE annual sessions of the County Institutes have already been held in Allegheny, Beaver, Greene, Indiana, Susquehanna and Tioga. The following are the dates and places where these meetings are yet to be held, so far as reported:

Susquehanna	Montrose	Aug. 20.
Tioga	Wellsboro	Aug. 20.
Allegheny	Allegheny	Aug. 27.
Beaver	New Brighton	Sep. 3.
Greene	Waynesburg	Sep. 24.
Indiana	Indiana	Sep. 24.
Potter	Coudersport	Oct. 1.
Bucks	Doylestown	Oct. 15.
Cambria	Johnstown	Oct. 15.
Chester	West Chester	Oct. 15.
Delaware	Media	Oct. 15.
McKean	Smethport	Oct. 15.
Venango	Franklin	Oct. 15.
Berks	Reading	Oct. 22.
Crawford	Meadville	Oct. 22.
Erie	Erie	Oct. 22.
Washington	Washington	Oct. 22.
Cameron	Driftwood	Oct. 29.
Cumberland	Carlisle	Oct. 29.
Lehigh	Allentown	Oct. 29.
Montgomery	Norristown	Oct. 29.
Warren		Oct. 29.
Lawrence	New Castle	Nov. 5.
Butler	Butler	Nov. 12.
Lackawanna		Nov. 12.
Lancaster	Lancaster	Nov. 12.
Franklin	Chambersburg	Nov. 19.
Lebanon	Lebanon	Nov. 19.
Northampton	Easton	Nov. 19.
Pike	Milford	Nov. 20.
Carbon	Mauch Chunk	Nov. 26.
Juniata	Mifflintown	Nov. 26.
Mifflin	Lewistown	Nov. 26.
Wayne	Honesdale	Nov. 26.
York	York	Nov. 26.
Adams	Gettysburg	Dec. 3.
Blair	Tyrone	Dec. 3.
Fulton	McConnellsburg	Dec. 10.
Clearfield	Clearfield	Dec. 17.
Bradford	Towanda	Dec. 17.
Bedford	Bedford	Dec. 17.
Dauphin	Harrisburg	Dec. 17.
Luzerne	Wilkes-Barre	Dec. 17.
Lycoming	Muncy	Dec. 17.
Mercer		Dec. 17.
Perry	New Bloomfield	Dec. 17.
Schuylkill	Pottsville	Dec. 17.
Union	Lewisburg	Dec. 17.
Westmoreland	Greensburg	Dec. 17.
Wyoming	Tunkhannock	Dec. 17.
Clinton	Renovo	Dec. 18.
Armstrong	Kittanning	Dec. 24.
Fayette	Uniontown	Dec. 24.
Jefferson	Brookville	Dec. 24.
Somerset	Somerset	Dec. 24.
Snyder	Middleburg	Dec. 26.
Clarion	Clarion	Dec. 31.
Centre	Bellefonte	Dec. 31.
Columbia	Bloomsburg	Dec. 31.
Montour	Danville	Dec. 31.
Monroe	Stroudsburg	Jan. 7, '84.

FREE EVENING SCHOOLS.

AT the late session of the Legislature, the following act was passed:

"To provide, at the public expense, free evening schools for the education of the children of this Commonwealth, who from any cause are unable to attend the public schools,"

Sec. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That it shall be the duty of the board of school directors or school controllers of any school district in this Commonwealth, upon the application of the parents of twenty or more pupils above the age of six years, residents of said school district, to open a free evening school for their tuition in orthography, reading, writing, arithmetic, and such other branches as may be deemed advisable, and to keep open said schools for a term of not less than four months in each year, each of said months to consist of twenty days, and each of said days an evening session of at least two hours. *Provided, however*, that when the average daily attendance for one month falls below fifteen daily, said board of school directors or school controllers may, at their option, close said evening school for the remainder of said term.

Sec. 2. That, upon such application, the board of school directors or school controllers shall proceed, without unnecessary delay, to hire a competent teacher, and open said evening school in a convenient location, *Provided, however*, that two or more contiguous school districts may at any time unite in the establishment and support of one or more evening schools, and contribute pro rata to the expense of their maintenance.

Sec. 3. That the qualifications of teachers for said evening schools shall be the same as those for the teachers of the public schools of the Commonwealth, as already made and provided, or as may hereafter be made and provided by law.

Sec. 4. That the expenses for the support and maintenance of said evening schools shall be defrayed out of the taxes raised for the support of the common schools. *Provided*, that said school board may, in making their estimates for the school year, allow and set aside a certain sum for the support and maintenance of said evening schools, and levy and collect their tax rate accordingly.

Sec. 5. That the board of school directors or school controllers of any school district may, where necessary, establish an evening high school, and that the board of school directors or school controllers of two or more contiguous school districts may unite for the establishment and support of an evening high school, the curriculum of which shall be drawn up and arranged by the several school boards in joint session, met and assembled, according to their best judgment and the necessities of their respective districts.

Sec. 6. That no pupil shall be admitted to said evening schools who is unemployed during the day, or in actual attendance upon any school during the day, public or private.

Sec. 7. That, when the average daily attendance upon said schools for one month exceeds fifty pupils, an additional teacher may be engaged and retained until the average daily attendance falls to or below forty.

Sec. 8. That, should any board of school directors or controllers neglect or refuse to carry out the provisions of this act, the petitioners aforesaid may present their petition to the court of common pleas of the proper county, setting forth that application had been made to the proper board of school directors or controllers as aforesaid, and that said board had neglected or refused to carry out the provisions of this act, whereupon such court shall, after due proof of notice of the presentation of such petition having been served upon the president and secretary of such board, proceed to hear and determine as to the necessities and propriety of the establishment of such school or schools, and in its discretion order the board of school directors or controllers to open and maintain such school or schools, with power to enforce such order by attachment or mandamus, at the discretion of the court.

Sec. 9. That the provisions of this act shall not go in force until the beginning of the regular school year, Anno Domini one thousand eight hundred and eighty-three. *Provided*, that the provisions of this act shall not apply to any part or section of the State where special provision exists for night school.

Sec. 10. That all acts or parts of acts inconsistent herewith are hereby repealed.

Approved May 22, 1883, by the Governor.

ITEMS FROM REPORTS.

Armstrong.—Supt. Stockdill: I received much sound information at our Association at Williamsport. I will do all in my power to have our teachers go to Chautauqua next year. Many of our young applicants are not as well prepared as they should be. They have never studied theory, and have not been taught how to teach. We need better normal work done in all our schools that are attempting to prepare teachers. Our directors are building some very fine houses this summer. Next year South Bend will build three new houses. The contract will be given this fall. South Bend has now one of the finest houses in the rural districts. Parents, directors, teachers, and all, should think of their responsibility in regard to the education of the youth of our land. Too many look back and say, "It might have been."

Berks.—Supt. Keck: Robeson is building four new school houses, Brecknock one, Cumru one, Exeter two, Amity one, and Douglass one. Maidencreek, Perry, Union, and Windsor are furnishing all their school rooms with improved patent furniture. The Longswamp Board is calcimining all its school rooms—an improvement of at least 50 per cent., and worthy of all praise. Joseph L. Bailey, secretary of the Douglass Board, presented a large lot to the district for school purposes. On the lot he dug a well and laid the foundations for a new school house, which he will himself furnish—a noble example for others to follow.

Bucks.—Supt. Woodruff: The directors of Dublin district have just completed a new and commodious school house, 38 by 28, with a cupola. In Lower Wakefield also, the directors have built a new house at Pine Grove; they have also engaged Mr. Wm. H. Slotter, a very competent teacher, to take charge of the grammar school at Yardley. There has been a slight advance in the wages of teachers. Only one district, so far as heard from, has fallen back. The term has been extended in Milford and New Britain, and perhaps in other districts.

Cambria.—Supt. Strayer: Examinations have been well attended. In some districts not enough teachers were secured to fill the schools. Wages have been advanced in several districts, whilst in a few lower wages will be paid this year than last. We have many new applicants; hence more failures than formerly.

Cameron.—Supt. Pearsall: Eleven of the thirteen schools in Shippen district have been supplied with Appleton's Primary Reading Charts. All the schools of Lumber township are to be taught this year by Normal School graduates. A new school house is in process of erection at Huntley, in Gibson district; size, 26 by 36 feet; cost, $999, without furniture. It is to have all the modern improvements.

Carbon.—Supt. Balliet: A new school house is being built at Weatherly; also one in the second ward of Mauch Chunk borough; and one in Franklin district. In most of the districts the teachers for the coming year have been appointed. In some instances the salaries were raised in order to retain the teachers of last year. The salary of the principal of the Weatherly high school was raised from $75 to $90 per month; that of the principal of the Lehighton schools from $60 to $70. A number of other teachers also were reappointed at advanced salaries. These are unmistakable signs of progress. In several of our rural districts, salaries could and should be raised. It is impossible to get any but very poor teachers for the salaries now paid. One district pays only $25. It would be cheaper to pay $10 a month more, and employ better teachers.

Chester.—Supt. Harvey: Some of our schools commenced August 20. They were generally small. I think it is a mistake to begin so soon. The children are generally not very willing to begin before September. Most districts begin the first Monday in September, and have one continuous session, with a week's vacation during the county institute, one week at Christmas, and one week in the early part of April. The West Chester State Normal School opens with the most prosperous school in its history—245 students entered the first week, 25 more on the first day of the second week, with many others since, and still others yet to come. Work has begun vigorously upon the final contract for the

new south wing, and it will be ready for occupancy about March 1. It has been, and is now, badly needed.

CLARION.—Supt. J. G. Anderson: Farmington township has built three new school houses, and Richland one this year. The school board of East Brady borough have repainted their school building and put a new book-case therein. Several townships have increased their term to six months, and in some the wages of teachers have been advanced. A normal school is in operation at St. Petersburg. The schools at Carrier Seminary, Reid Institute, Callensburg Academy, and West Freedom Academy are in session. Quite a number of our teachers are attending the fall term at Pine Grove Academy, Mercer county.

CLEARFIELD.—Supt. McQuown: Teachers' wages have been advanced in every school district in the county except one. Morris township paid last year $27 per month, this year $45. Our county institute will convene December 17. Dr. J. H. Vincent, Th. P. Keater, Esq., and Miss Belle McClintock have been engaged for the evening sessions.

FAYETTE.—Supt. Ritenour: Sixteen districts have increased the salaries of teachers. This advance in wages has made a corresponding increase in the number of applicants for schools. It is to be hoped that there may be also corresponding improvement in the work done by the teachers. The outlook is certainly favorable. Our people, especially directors, are taking more than an ordinary degree of interest in educational affairs.

FOREST.—Supt. Hillard: During this month a new school house has been finished in Howe township, at Frost's Mills, size 20 by 30 feet. A wood-shed is built against the rear of the house, and opening into it. It is built on a rise of ground eight or ten rods back from the road. The location is very advantageous. There is an acre of ground attached, which will be fenced in as soon as possible. On August 11 the borough of Tionesta voted upon the question, whether the school board should be allowed to borrow $4,000 for the purpose of building a new school house. The question was decided affirmatively. Two years ago a similar question was defeated.

JUNIATA.—Supt. Smith: We are holding very interesting examinations. Everywhere citizens and directors turn out and witness the work. Applicants are very numerous. Directors are very careful in making their selections. One motive seems to govern, and that is, to get the best teachers into the schools.

LEHIGH.—Supt. Knauss: A teachers' examination was held in each school district but one. In conducting them the oral and written methods were combined. This gives general satisfaction in our county. The examinations were attended by 121 directors—84 per cent. of the whole number in the county—and by a large number of citizens. The standard of requirement for a teacher's certificate was slightly raised above that of last year, and applicants generally were better prepared than formerly. Of those examined, 18 per cent. were rejected. The supply of licensed teachers in the county is short of the demand. We need at least twenty teachers to supply existing vacancies. A number of new school houses are in course of erection, whilst a number of old ones will be refurnished.

LYCOMING.—Supt. Riddell: The "Lycoming County Normal School" opened its fall session with over one hundred in the normal class, besides many others who are pursuing an academic course. It is expected that before the close of the term over one hundred and fifty teachers will be in attendance. Since its organization in 1870, this school has contributed, more than any other agency, not only towards an advance in the standard of teaching, but also to foster among our teachers that professional zeal and enthusiasm so necessary to success.

MERCER.—Supt. Palm: Salem and Beaver districts have changed their school terms from five to six months. Farmington will build three new school houses this year. Sharpsville is building an addition to its school house, and supplying the same with steam heaters. Pine Grove Normal Academy has finished a new building, to be used mostly for the music department. Several new houses are in course of erection in country districts—most of them of brick. Wages have been raised in many of the districts. Teachers are hard to get even at fair wages.

NORTHUMBERLAND.—Supt. Wolverton: New houses are being built in several districts; new furniture placed in others. Applicants seem scarce. There will be a number of additional schools this year. Higher salaries will be paid in several districts. The number of *young* applicants surprised me. Their general failure was a very probable result.

PERRY.—Supt. Flickinger: Examinations have been very well attended by the public; and many persons are sufficiently interested in school work to lay aside their usual occupations and attend. We will have enough teachers to fill our schools, and of a higher standard than usual. Many of the schools are already filled. Tuscarora school board has very wisely insisted upon the teachers filling out their report books every month, and showing them to the directors. This live board also will not allow the use of any other text-books than such as have been formally adopted. It is a move in the right direction.

POTTER.—Supt. Buckbee: In July our County Teachers' Association held its annual meeting at Genesee Fork. Fifty teachers and a large number of citizens were present. Prof. A. D. Howe, of Andover, N. Y., made an excellent address. The other papers were furnished by our own teachers, and showed that we are making progress. In the early part of June the editor of the *Potter Enterprise* kindly offered us the use of one column for educational purposes. We gladly accepted it, and every week endeavor to have it filled with something that shall advance the cause of education. While this adds to our already numerous duties, we feel that we ought to use every means in our power to increase the interest in our schools.

SOMERSET—Supt. Weller: At the last election Rev. J. H. Zinn and Rev. W. W. Deatrick were elected school directors in New Centreville bor-

ough. As a result, the wages of teachers have advanced from $30 to $35 per month. At or county institute we adopted Baldwin's "Art of School Management," as the book to be read and studied by our teachers during the present year. All the local normal classes are using it as a text-book, and good results will necessarily follow.

SULLIVAN.—Supt. Little: The project of building a new school house at Laporte has been abandoned, the directors having ascertained that they cannot build without incurring a larger debt than the law allows.

SUSQUEHANNA.—Supt. James: Our county institute has just been held. Although the schools were not in session, fully 75 per cent. of the teachers of the county were present. The new feature of the institute, class drill by sections, was even more successful than last year. Two hours daily were devoted to section work. The teachers unanimously adopted a resolution, calling for more time to be given to this part of the work. Somewhat more than 100 schools begin this month, showing that the continuous term is gradually gaining ground.

UNION.—Supt. Johnson: The Hartley township school board have agreed to establish a graded school at Laurelton. The building is to be two stories high, and will have two school rooms on the first floor, and a hall above. This is a move in the right direction, and will no doubt meet the approbation of the citizens of Laurelton.

HARRISBURG.—Supt. Foose: A class of eight boys and twenty-six girls graduated from the High Schools in July. Of this number, two of the boys are colored—the first of their race to attain this distinction in this city. The class standing throughout the four years' course was very good. Two teachers in the Girls' High school have resigned; one, Miss Belle Stewart, who has taught for a number of years, retiring for a few years' rest, the other, Miss Mary A. Cummings, also a teacher of many years' standing, having been elected to the chair of drawing and penmanship in the State Normal School at West Chester. They were both very excellent teachers, and their places cannot be easily filled.

WILLIAMSPORT.—Supt. Transeau: The public schools of this city opened on the 27th inst., and the are well attended. Everything points to a prosperous term. We have better school facilities than formerly, and the people of the town show better appreciation of the public schools.

SUPERINTENDENT COMMISSIONED.

Mr. C. A. BABCOCK, late Professor of Natural Sciences in the State Normal School of Fredonia, New York, has been commissioned as City Superintendent of Oil City, for the unexpired term of Clarence F. Carroll, resigned.

BOOK NOTICES.

NORMAL MUSICAL COURSE.

FIRST READER. *By John W. Tufts and H. E. Holt. Illustrated. Pp. 104. New York: D. Appleton & Co. 1883.*

SECOND READER. *By John W. Tufts and H. E. Holt. Illustrated. Pp. 216. New York: D. Appleton & Co. 1883.*

MANUAL FOR USE OF TEACHERS. *To Accompany the Readers and Charts of the Normal Musical Course. Same Authors and Publishers.*

This course in music for graded schools is so planned as to be gradual and thorough. It will present when completed, "a series of exercises, studies, and songs, defining and illustrating the art of sight reading, progressively arranged from the first conception and production of tones to the most advanced choral practice;" and will include First, Second, Third, Fourth and Fifth Readers, small volumes, with charts accompanying the first two readers. Three or four supplementary collections will also be added to complete the series in special directions. The first two numbers have already been issued, and are charming specimens of book-making, the page being clear and open, the music and the illustrations beautifully printed on hard-calendered paper of fine quality. The first reader is divided into two parts, the first of which contains simple exercises and little songs, and the second a collection of rote songs to be learned by imitation. The second reader, designed for intermediate and grammar schools, contains solos, duets and trios, the latter carefully arranged for soprano and alto, and soprano, alto and bass.

This is the most generous plan upon which any series of music books has yet been projected for use in the schools. It will commend itself to teachers and school authorities, as one that may make available all the talent and skill possessed by the average teacher in this delightful branch of instruction. The Manual for Teachers deals with the subject in a very practical way, giving just what the experience of the authors has shown to be necessary for successful results in the school-room. It will be found a very useful addition to the "Course."

RIVERSIDE LITERATURE SERIES. *Biographical Stories, Pp. 78. Grandfather's Chair, Parts I, II, and III. Price, 15 cents. Boston: Houghton, Mifflin & Co.*

What a relief it is to turn from the ordinary school text-book to the delightful stories of Hawthorne, the greatest master of prose literature that America has yet produced. In three of these little tracts we have some of his best stories of New England history, with questions added for the use of teachers. The books are very cheap, and are well adapted for supplementary reading in schools. If they cannot be procured by the pupil, it would be well to have them in the hands of the teacher to be read to the school, not only for the purpose of illustrating history, but as a rare intellectual treat. The taste which has been trained to appreciate the artistic finish and the delicate humor of Hawthorne, will turn with disgust from the poisonous literature that possesses so powerful a charm for the coarse palate of the uncultivated. There is no more effectual mode of counteracting the evils of the so-called "cheap" literature than by making good, healthy literature equally low-priced.

We therefore owe a debt of gratitude to those publishers who are placing standard works within the reach of all; and the teacher should aid this good work, so far as in him lies, by using freely the means thus afforded for creating a pure and refined taste, both as an efficient agent in culture, and as a powerful agency in the promoting of morality.

THE FOURTH READER. *Edited by Samuel Mecutcheon, A. M. Pp. 256. Philadelphia: E. H. Butler & Co.*

THE FIFTH READER. *Edited by Samuel Mecutcheon. Pp. 384. Philadelphia: E. H. Butler & Co.*

Butler's new Readers are attracting much attention for their numerous excellent features, as subject matter, arrangement, illustrations, typographical finish, the substantial character of paper and binding, and the low price at which the several numbers have been put into the market.

We have already—in the issue of *The Journal* for July—noticed the first three numbers of these handsome Readers. The last two of the series carry out the same general principles. The necessity of proper attention to correct pronunciation is insisted upon, and the general rule that we should read as we speak, is accompanied with the important proviso that we should be sure to speak correctly. Our conversation is too often characterized by very slovenly elocution. Slurring the consonants we run the vowel sounds hastily together, crowding the various members of a sentence into what sounds, to the ear of a foreigner, like a single word. Something more than a quarter of a century ago, good old Dr. DeWitt, for many years State Librarian, gave us, when boys in school, a talk upon elocution, in which he insisted upon the importance of this one rule, "Explode all the consonants," as the one essential of intelligible speech—advice which the compiler of these readers would endorse with little modification. In the Fourth Reader, the selections are mostly new, while the Fifth affords specimens of the best English literature, ranging from the present day to the times of Shakspeare. The last has, as a frontispiece, a fine picture of Longfellow. The illustrations throughout, of which there is a goodly number, are beautiful.

GERMAN MANUAL.—*A New Method for Acquiring a Theoretical and Practical Knowledge of the German Language. By Frederick Ruentsler. New York: Henry Holt & Co.*

The important features of the language, the conjugation and declension, are here treated very systematically. The verb stands first. The three auxiliaries, *haben*, *sein*, and *werden*, are given in Part I.; the conjugation of the weak verbs is treated in Part II., and Part III. will contain the full treatment of the strong verbs. The pupil is taught to conjugate a verb throughout. In other works of this kind, the several tenses are scattered over the entire course, so that the pupil, after having gone through the entire book, is often unable to conjugate a verb. The strong declension of nouns is treated in Part II. Nothing could be more clear and simple than the three classes into which all nouns of this declension are brought. There is at the beginning of each chapter a special vocabulary very carefully arranged. Each part of speech is under its proper heading. Nouns are put in columns according to their gender, the study of gender being made as easy as possible. The matter to be studied, or the special vocabulary, is followed by a great variety of instructive exercises; to which are added a paragragh of German sentences and another of English sentences, to be translated—most of these being selected from the best authors. The use of a Reader is made unnecessary, German selections being inserted in Parts II. and III. At the close of each chapter there is an exercise for conversation between the teacher and his pupils. It is a series of questions in German, made by the teacher on the previous lesson, These are to be answered by the pupil in German. The answer is not given, but the pupil having studied the previous lessons should be well prepared for the exercise. The typography and binding of the books are excellent.

VOICES FOR THE SPEECHLESS. *Selections for Schools and Private Reading. By Abraham Firth, Secretary of the American Humane Association. Boston: Houghton, Mifflin & Co.*

This little book, says the compiler, was prepared in response to the inquiries of teachers for some selections in which the duty of kindness to animals should be distinctly taught. Its object, as the motto from Longfellow states, is

> "To plead the cause
> Of those dumb mouths that have no speech."

Within its 253 pages are gathered many lovely gems of prose and poetry. In their selection the editor, like the bee, has culled his sweets from every flower. From the depths of the American forest to the far Orient he has winged his way, laying under contribution every language and literature, from the Californian to the Mahabharata, and every religion—Christian, Mussulman, Painim, and Parsee. Some are new, some are old, and all excellent. Of the new pieces which here meet our eye for the first time, the ode to The Humming Bird, from the Californian, and The Doves of Venice, by Miss Johnson, are alone worth the seventy-five cents asked for the book.

THE WAY TO TEACH; *How Not to Teach; and Lessons in Numbers. By Wm. M. Giffin, A. M., Principal of the Training School, Newark, N. J. Pp. 84. New York: A. S. Barnes & Co.*

A collection of hints and cautions, together with an appendix containing a number of quotations from standard authors, and a series of lessons in numbers, is a brief synopsis of a little manual in which teachers may find something valuable in the way of hint and suggestion, and of direct practical advice. The book is neatly bound in cloth, and costs but thirty-five cents. It is worth much more than many that cost several times its price.

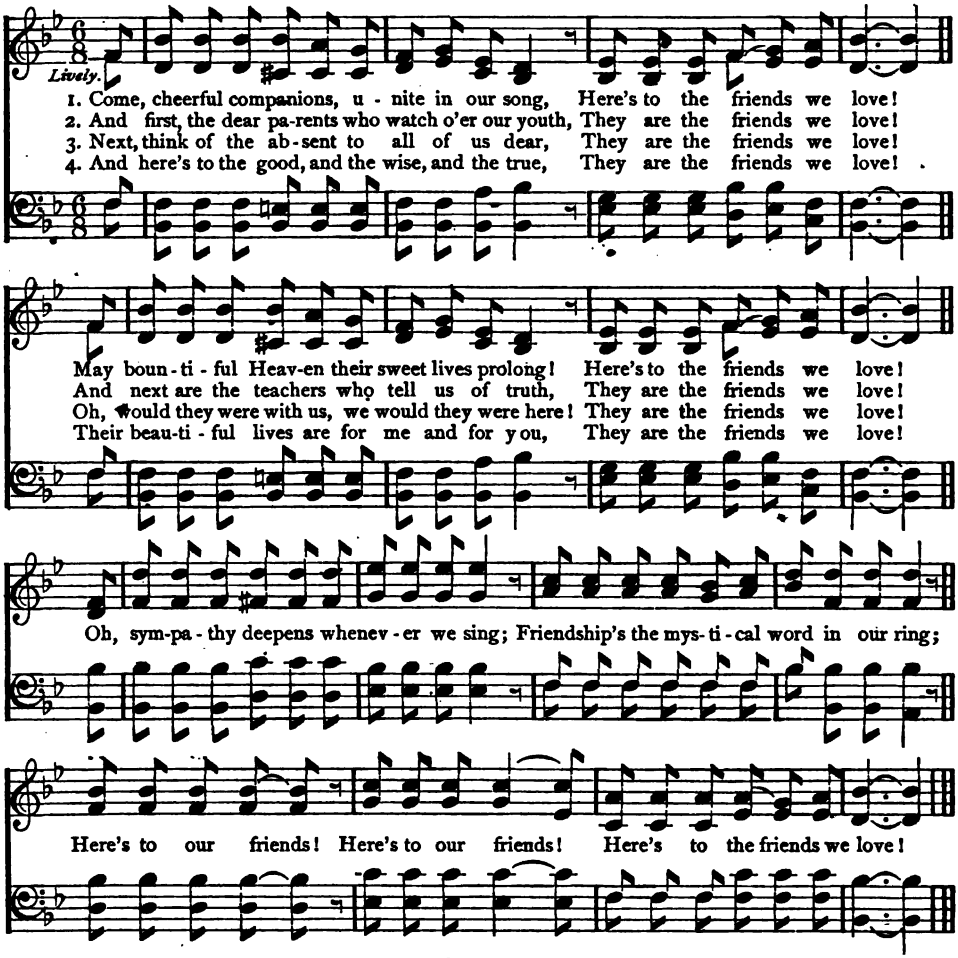
THE ATLANTIC MONTHLY.—The following table of contents of the October number of this high-toned magazine will give the reader an idea of the rare literary treat the publishers have prepared for him: "A Roman Singer," "Heredity," "En Province," "Perseopolis," "Cream White and Crow Black," "Newport," "Two Emigrants," "Pere Antoine," "Recollections of Rome," "Volcanic Studies," "Knowledge," "The Mutilations of Ancient Texts," "Amiability," "Historic Notes of Life and Letters in Massachusetts," "A Playin' of Old Sledge at the Settlement," "The Voyage of the Jeannette," "Mr. White on Shakespeare and Sheridan," "Lodge's Webster" and "The Contributors' Club." A richer array of articles has seldom been offered to the *Atlantic* readers. The variety is unusually great, and the writers are among the best known in the land. Published by Houghton, Mifflin & Co., Boston, at $4.00 per year.

AUNT EM'S "SONGS FOR CHILDREN," published by Mrs. H. G. Boyden, of Chicago, at fifty cents, is a pleasant little book with pleasant words and some taking melodies for the little folks. The music is for the most part original.

The following tribute to the memory of the late Matthew Arbuckle, whose magic cornet made his name a household word with millions, will doubtless waken a responsive echo in the heart of every one who was privileged to know that brilliant artist and kindly, courteous gentleman: "Half-a-dozen years ago," writes a lady, one of his pupils, "an old cornet hung upon the wall of my home, and it somehow happened that I tried it 'to see how it would go.' By a little persistence I got a tone, and finally became fascinated with the noise I could produce, and, working away as much as the neighborhood would endure without complaints to the police, I got some mastery. The performance was horrible, of course, but one April day I appeared at Mr. Arbuckle's door in New York, a petitioner for lessons. I remember how kindly he received me; how he gave me courage at once by commending my poor attempt at 'Robin Adair,' so that he could know what I could do and where to begin with me. I remember the next three months of his helpfulness, his patience, his encouragement, his hopefulness; how he put no limit to the 'hour's lesson' we had bargained for, and often entertained and helped me a whole afternoon, sometimes taking his cornet, and, forgetting all the world else, giving me his wonderful rendering of delightful airs and ballads. I remember, too, his comical running to the corner of the room and hiding his face when I had my lesson poorly, and how he would look over his shoulder laughing at me and shouting: 'Try it again,' and when the work was done to his satisfaction, how proud and glad and happy he seemed. He was every inch a gentleman; in every fibre a musician. He gave me music arranged by his own hand; he selected and tested a cornet for me, and all the 'crooks' and 'mutes' and mouthpieces, and every other appliance of a cornetist's outfit, and there was nothing he could do, by instruction and advice, that he left undone. A country girl of fourteen, alone in th city so far as kindred were concerned, he bade me welcome to his home. His wife was almost a mother to me, his daughter a friend indeed. I want to say how good he was, how true to his art, how kind, sweet-tempered, big-hearted—a noble man in every thing.

COME, CHEERFUL COMPANIONS.

"Vive la Compagnie."



Christopher North, a lover of nature, never said a truer or a wiser thing than this, in his Soliloquy on the Seasons: "Turn from the oracles of man, still dim even in their clearest response—to the oracles of God, which are never dark. Bury all your books when you feel the night of skepticism gathering around you; bury them all, powerful though you may have deemed their spell to illuminate the unfathomable; open your Bible, and all the spiritual world will be as bright as the day."

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THE CONTENTS OF CHILDREN'S MINDS.

BY G. STANLEY HALL, CAMBRIDGE, MASS.

IN October, 1869, the Pedagogical Society of Berlin issued a circular requesting the masters of the eighty-four established schools of that city to ascertain how many of the children who entered the primary classes that fall had seen and could name certain common animals, insects, and plants, had taken certain walks, visited specified parks, museums, etc. It is more common in that country than in our own to connect songs, poems, reading exercises, and object lessons with the locality with which the child is most familiar, so that not only does the matter of elementary instruction vary considerably with the geographical, zoölogical, and botanical character of the different towns, and often even with the surroundings of different schools in the same city, but much importance is attached to stated holiday and half-holiday walks which teachers are expected to conduct with their pupils for educational purposes. To "determine the individuality of the children so far as conditioned by the concepts arising from their immediate environment," for statistical uses, was the express purpose of the questions proposed. It was expected that this "entrance examination" scheme, as it was humorously called, would show in a more definite form than ever before the psychic peculiarities of the different school districts of Berlin, upon which, from preliminary tests, locality seemed to exert a surprising influence. Besides a score or so of topographical questions, however—such as the public buildings, squares, chief streets, suburban pleasure resorts, etc. —others pertaining to the home, the farm, objects in natural history, and the aspects of the heavens, were added, and finally the children were asked if they had any notion of God, Christ, could tell a Bible story, say a hymn or prayer, or had ever heard either of four of the best known of Grimm's tales. At first many of the children were questioned in classes, till, on account of intimidation in the presence of others, and other errors arising from a desire to appear wiser or not more ignorant than their mates, etc., it was found that more truthful results were obtained by questioning them in sections of eight or ten, although this method nearly doubled the average ignorance displayed and quadrupled the work, which with one hundred and thirty-eight questions was no small addition to that already required of the subordinate teachers to whom it was mainly entrusted. Of a little over two thousand children to whom these questions were put, reliable results were thought to be obtained from about one-half, while some teachers expressed the opinion that even they had no value, owing to the haste and not unfrequently the unwillingness with which the work was undertaken.

It was with the advantage of many suggestions and not a few warnings from this attempt that the writer undertook, soon after the opening of the Boston schools in September last, to make out a list of questions suitable for obtaining an inventory of the

contents of the mind of children of average intelligence on entering the primary schools of that city. All the local and many other of the German questions were for various reasons not suitable to children here, and the task of selecting those that should be so, though perhaps not involving quite as many perplexing considerations as choosing an equally long list of normal words, was by no means easy. They must not be too familiar nor too hard and remote, but must give free and easy play to reason and memory. But especially, to yield most practical results, they should lie within the range of what children are commonly supposed or at least desired, by teachers and by those who write primary text-books and prescribe courses of instruction, to know. Many preliminary half-days of questioning small groups of children and receiving suggestions from many sources, and the use of many primers, object-lesson courses, etc., now in use in this country, were necessary before the first provisional list of one hundred and thirty-four questions was printed. The problem first had in mind was strictly practical; viz: what may city children be assumed to know and have seen by their teachers when they enter school; although other purposes more psychological shaped many other questions used later.

The difficulties and sources of possible error in the use of such questions are many. Not only are children prone to imitate others in their answers without stopping to think and give an independent answer of their own, but they often love to seem wise, and to make themselves interesting, state what seems to interest us without reference to truth, divining the lines of our interest with a subtlety we do not suspect; if absurdities are doubted they are sometimes only the more protested; the faculties of some are benumbed and perhaps their tongues tied by bashfulness, while others are careless, listless, inattentive, and answer at random. Again, many questioners are brusque, lacking in sympathy or tact, or real interest or patience in the work, or perhaps regard it as trivial or fruitless. These and many other difficulties seemed best minimized by the following method, which was finally settled upon and, with the coöperation of Mr. E. P. Seaver, superintendent of the Boston schools, put into operation. Four of the best trained and experienced kindergarten teachers were employed by the hour to question three children at a time in the dressing-room of the school by themselves alone, so as not to interrupt the school-work. No constraint was used, and, as several hours were necessary to finish each set, changes and rests were often needful, while by frequent correspondence and by meetings with the writer to discuss details and compare results, uniformity of method was sought.

The most honest and unembarrassed child's first answer to a direct question, e. g., whether it has seen a cow, sheep, etc., must rarely or never be taken without careful cross-questioning, a stated method of which was developed respecting many objects. If the child says it has seen a cow, but when asked its size points to its own finger-nail or hand and says, *so big*, as not unfrequently occurs, the inference is that it has at most only seen a picture of a cow, and thinks its size reproduced therein, and accordingly he is set down as deficient on that question. If, however, he is correct in size, but calls the color blue, does not know it as the source of milk, or that it has horns or hoofs—several errors of the latter order have been generally allowed. A worm may be said to *swim* on the ground, butchers to kill only the bad animals, etc.; but when hams are said to grow on trees or in the ground, or a hill is described as a *lump* of dirt, or wool as growing on hens, as often occurs, deficiency is obvious. So many other visual and other notions that seem to adults so simple that they must be present to the mind with some completeness or not at all, are in a process of gradual acquisition, element by element, in the mind of a child, so that there must sometimes be confessedly a certain degree of arbitrariness in saying, as, except in cases of peculiar uncertainty, the questioners attempted to do, that the child has the concept or does not have it. Men's first names seem to have designated single striking qualities, but once applied they become general or specific names according to circumstances. Again, very few children knew that a tree has bark, leaves, trunk, and roots; but very few indeed had not noticed a tree enough for our "pass."

Without specifying further details it may suffice here to say that the child was given the benefit of every doubt, and credited with knowledge wherever its ignorance was not so radical as to make a chaos of what instruction and most primary text-books are wont to assume. It is important also to add that the questioners were requested to report manifest gaps in the child's knowledge *in its own words*, reproducing its syntax, pronunciation, etc.

About sixty teachers, besides the above four, have made returns from three or more children each. Many returns, however, are incomplete, careless, or show internal contradictions, and can be used only indirectly to control results from the other sources. From more than twice that number, two hundred of the Boston children were selected as the basis of the following table. For certain questions and for many statistical purposes this number is much too small to yield very valuable results; but where, as in the majority of cases, the averages of these children, taken by fifties, have varied less than ten per cent., it is safe to infer that the figures have considerable representative worth, and far more than they could have if the percentages were small. The precautions that were taken to avoid schools where the children come from homes representing extremes of either culture or ignorance, or to balance deviations from a conjectured average in one direction by like deviations in the other, and also to select from each

school-room, with the teacher's aid, only children of average capacity, and to dismiss each child found unresponsive or not acquainted with the English language, give to the percentages, it is believed, a worth which without these and other precautions to this end only far larger numbers could yield.

The following table shows the general results for a number of those questions which admit of categorical answers, only negative results being recorded; the italicized questions in the "miscellaneous" class being based on only from forty to seventy-five children, the rest on two hundred, in a few cases two hundred and fifty:

No.	TABLE I. Name of the Object or Concept.	Per cent of Children ignorant of it.
1	Beehive	80
2	Crow	77
3	Bluebird	72.5
4	Ant	65.5
5	Squirrel	63
6	Snail	62
7	Robin	60.5
8	Sparrow	57.5
9	Sheep	54
10	Bee	52
11	Frog	50
12	Pig	47.5
13	Chicken	33.5
14	Worm	22
15	Butterfly	20.5
16	Hen	19
17	Cow	18.5
1	Growing wheat	92.5
2	Elm tree	91.5
3	Poplar tree	89
4	Willow	89
5	Growing oats	87.5
6	Oak tree	87
7	Pine	87
8	Maple	83
9	Growing moss	81.5
10	" strawberries	78.5
11	" clover	74
12	" beans	71.5
13	" blueberries	67.5
14	" blackberries	66
15	" corn	65.5
16	Chestnut tree	64
17	Planted a seed	63
18	Peaches on a tree	61
19	Growing potatoes	61
20	" buttercup	55.5
21	" rose	54
22	" grapes	53
23	" dandelion	52
24	" cherries	46
25	" pears	32
26	" apples	21

No.	Name of the Object or Concept.	Per cent of Children ignorant of it.
1	Where are the child's ribs	90.5
2	" " " lungs	81
3	" " " heart	80
4	" " " wrists	70.5
5	Where are the ankles	65.5
6	" " waist	52.5
7	" " hips	45
8	" " knuckles	36
9	" " elbows	25
10	Know right and left hand	21.5
11	" cheek	18
12	" forehead	15
13	" throat	13.5
14	" knee	7
15	" stomach	6
1	Dew	78
2	What season it is	75.5
3	Seen hail	73
4	" rainbow	65
5	" sunrise	56.5
6	" sunset	53.5
7	" clouds	35
8	" slars	14
9	" moon	7
1	Concept of an island	87.5
2	" " a beach	55.5
3	" " woods	53.5
4	" " river	48
5	" " pond	40
6	" " hill	28
7	" " brook	15
1	Concept of a triangle	92
2	" " square	56
3	" " circle	35
4	The number five	28.5
5	" four	17
6	" three	8

No.	Name of the Object or Concept.	Per cent of Children ignorant of it.
1	Seen watchmaker at work	68
2	" file	65
3	" plough	64.5
4	" spade	62
5	" hoe	61
6	" bricklayer at work	44.5
7	" shoemaker at work	25
8	" axe	12
1	Know green by name	15
2	" blue by name	14
3	" yellow by name	13.5
4	" red by name	9
	MISCELLANEOUS.	
1	*That leathern things come from animals*	93.4
2	Maxim or proverb	91.5
3	Origin of cotton things	90
4	*What flour is made of*	89
5	Ability to knit	88
6	*What bricks are made of*	81.1
7	*Shape of the world*	70.3
8	*Origin of woolen things*	69
9	Never attended kindergarten	67.5
10	Never been in bathing	64.5
11	Can tell no rudiment of a story	58
12	*Not know wooden things are from trees*	55
13	Origin of butter	50.5
14	Origin of meat (from animals)	48
15	Cannot sew	47.5
16	Cannot strike a given musical tone	40
17	Cannot beat time regularly	39
18	Have never saved cents at home	36
19	Never been in the country	35.5
20	Can repeat no verse	28
21	Source of milk	20.5

The high rate of ignorance here indicated may surprise most who will be likely to read this report, because the childhood they know will be much above the average of intelligence here sought, as it may all, because the few memories of childhood which survive in adult life necessarily bear such slight traces of its imperfections, and are for many causes so illusory. Skeins and spools of thread were said to grow on the sheep's back or on bushes, stockings on trees, butter to come from buttercups, flour to be made of beans, oats to grow on oaks, bread to be swelled yeast, trees to be stuck in the ground by God and rootless, meat to be dug from the ground, and potatoes to be picked from trees. Cheese is squeezed butter, the cow says "bow-wow," the pig purrs or burrows, worms are not distinguished from snakes, moss from the "toad's umbrella," bricks from stones, nor beans from trees. An oak may be known only as an acorn-tree or a button-tree, a pine only as a needle-tree, a bird's nest only as its bed, etc. So that while no one child has all these misconceptions, none are free from them; and thus the liabilities are great that, in this chaos of half-assimilated impressions, half right, half wrong, some lost link may make utter nonsense or mere verbal cram of the most careful instruction, as in the cases of children referred to above, who knew much by rote about a cow, its milk, horns, leather, meat, etc., but yet were sure, from the picture-book, that it was no bigger than a small mouse.

For 86 per cent. of the above questions the average intelligence of thirty-six country children who were tested, ranks higher than that of the city children of the table, and in many items very greatly. The subject-matter of primers for the latter is in great part still traditionally of country life; hence the danger of unwarranted presupposition is considerable. As our methods of teaching grow natural we realize that city life is unnatural, and that those who grow up without knowing the country are defrauded of that without which childhood can never be complete or normal. On the whole the material of the city is no doubt inferior in pedagogic value to country experience. A few days in the country at this age has raised the level of many a city child's intelligence more than a term or two of

school training could do without it. It is there, too, that the foundations of a love of natural science are best laid. We cannot accept without many careful qualificatious the evolutionary dictum that the child's mental development should repeat that of the race. Unlike primitive man the child's body is feeble, and he is ever influenced by a higher culture about him. Yet from the primeval intimacy with the qualities and habits of plants, with the instincts of animals—so like those of children—with which hawking and trapping, the riding on instead of some distance behind horses, etc., made men familiar; from primitive industries and tools as first freshly suggested, if we believe Geiger, from the normal activities of the human organism, especially the tool of tools, the hand; from primitive shelter, cooking, and clothing, with which anthropological researches make us familiar, it is certain that not a few educational elements of great value can be selected and systematized for children, an increasing number of them in fact being already in use for juvenile games and recreations, and for the vacation pastimes of adults. A country barn, a forest with its gloom and awe, its vague fears and indefinite sounds, is a great school at this age. The making of butter, which some teachers, after hearing so often that it grew inside eggs or on ice, or was made from buttermilk, think it worth while to make a thimbleful of in a toy churn at school as an object-lesson; more acquaintance with birds, which, as having the most perfect senses, most constant motion in several elements, even Leopardi could panegyrize as the only real things of joy in the universe, and which the strange power of flight makes ideal beings with children, and whose nests were often said to *grow* on trees; more knowledge of kitchen-chemistry, of foods, their preparation and origin; wide prospects for the eyes—this is more pedagogic industrial training for *young* children, because more free and play-like, than sewing, or cooking, or whittling, or special trade-schools can be, as well as more hygienic. Many children locate all that is good and imperfectly known in the country, and nearly a dozen volunteered the statement that good people when they die go to the country—even here from Boston.

It is things that live and, as it were, detach themselves from their background by moving that catch the eye and with it the attention; and the subjects which occupy and interest the city child are mainly in motion, and therefore transient, while the country child comes to know objects at rest better. The country child has more solitude, and is likely to develop more independence, and is less likely to be prematurely caught up into the absorbing activities and throbbing passions of manhood, and becomes more familiar with the experiences of primitive man. The city child knows a little of many more things, and so is more liable to superficiality, and has a wider field for error. At the same time it has two great advantages over the country child, in knowing more of human nature and in entering school with a much better developed sense of rhythm and all its important implications. On the whole, however, additional force seems thus given to the argument for excursions, by rail or otherwise, regularly provided for the poorer children who are causing the race to degenerate in the great centres of population, unfavorable enough for those with good homes, or even for adults.

Words, in connection with rhyme, rhythm, alliteration, cadence, etc., or even without these simply as sound-pictures, often absorb the attention of children, and yield them a really æsthetic pleasure, either quite independently of their meaning or to the utter bewilderment of it. They hear fancied words in noises and sounds of nature and animals, and are persistent punners. As butterflies make butter or eat it or give it by squeezing, so grasshoppers give grass, bees give beads and beans, kittens grow on the pussy-willow, and all honey is from honeysuckles, and even a poplin dress is made of poplar-trees. When the cow lows it somehow blows its own horn; crows and scarecrows are confounded; ant has some subtle relationship to aunt; angle-worm suggests angle or triangle or ankle; Martie eats "tomarties;" a holiday is a day to "holler" on; Harry O'Neill is nick-named Harry Oatmeal; isosceles is somehow related to sausages; October suggests knocked over; "I never saw a hawk, but I can hawk and spit too;" "I will not sing do re mi, but do re *you*;" "Miss Eaton will eat us"—these, and many more from the questioners' notes, and the story of the child who, puzzled by the unfamiliar reflexive use of the verb, came to associate "Now I lay me," with a *lama*, or for another who was for years stultified as against a dead blank wall whenever the phrase "answer sought" occurred, suggest to us how, more or less consciously and more or less seriously, a child may be led, in the absence of corrective experience, to the most fantastic and otherwise unaccountable distortions of facts by shadowy word-spectres or husks.

In many of the expressions quoted, the child seems playing with relations once seriously held, and its "fun" to be joy over but lately broken mental fetters. Some at least of the not infrequently quite unintelligible statements or answers may perhaps be thus accounted for. Again, the child, more than the adult, thinks in pictures, gestures, and inarticulate sounds. The distinction between real and verbal knowledge has been carefully and constantly kept in mind by the questioners. Yet, except a very few objects in the above table, as triangle and sparrow, a child may be said to know almost nothing of them, at least for school purposes, if he has no generally recognized name for them. The far greater danger is the converse, that only the name and not the thing itself will be known. To test for this was, with the exceptions presently to be noted, our constant aim, as it is that of true education to obviate it. The danger, however, is after all quite limited here, for the linguistic imperfections of children are far more often shown in combining words than in naming the concrete things they know or do not know. To name an object is a passion with them, for it is to put their own mark upon it, to appropriate it. From the talk which most children hear and use to book language is again an immense step. Words *live*

only in the ear and mouth, and are pale and corpse-like when addressed to the eye. What we want, and indeed are likely soon to have, are carefully-arranged child vocabularies and dictionaries of both verbal forms and meanings, to show teachers just the phonic elements and vocal combinations children have most trouble with, the words they most readily and surely acquire, their number and order in each thought-sphere—and the attributes and connotations most liable to confuse them. To that work it is believed the method here employed has already furnished valuable material in protocol soon to be augmented and digested.

To specify a few items more fully, the four color-questions were designed to test not color-blindness, but the power to use color-names. The Holmgren worsteds were used, from which the child was asked to pick out, not colors like others to which its attention is directed without naming them, but the color named, to which he has no clue but the name. It did not seem safe to complicate the objects of the latter educational test with the former, so that some of those marked defective in the table may or may not have been color-blind. Excluding colored and Jewish children, both of whom seem to show exceptional percentages, and averaging the sexes, both Magnus and Jeffries found a little over two per cent. of many thousand children color-blind. The children they tested, however, were much older than these, and two or three hundred is far too small a number to warrant us, were it otherwise allowable, in simply subtracting two per cent. and inferring that the remainder were deficient only in knowledge of the color-word. Our figures, then, do not bear upon the question whether the color-sense itself is fully developed before the age of five or six or not. Again, number cannot be developed to any practical extent without knowledge of the number-name, beyond three, as Wundt's careful experiments show the eye can apprehend but three of the smallest and simplest objects, unless they are arranged in some geometrical order, without taking considerable additional time to count. As the chromatic scale grades musical intervals, or the names we count by, graduate the vague sense of more or less, and, later, as visible notes change all musical ideas and possibilities, so figures or number-signs almost create arithmetic. A child who seriously says a cat has three or five legs will pick out its own fourth seat in the fifth row in an empty school-room almost every time by happy guessing, and hold up "so many" fingers or blocks, when, if the number-name five or six were called for and nothing shown, it would be quite confused.

In our tests the number-name was sought because it is that which is mainly serviceable for educational purposes. As to the physiological and geographical questions, little need be said. Joint, flesh, and vein are often unknown terms, or joint is where the bone is broken, and there are stones in the knees. Within the skin is blood and something hard, perhaps wood. Physical self-consciousness, which is in little danger of becoming morbid at this age, begins with recognition of the hand, then of the foot, because these are the most mobile parts, but has not often reached the face at this age, and blushing is rare; while psychic self-consciousness is commonly only of pain, either internal, as of stomach-ache, or peripheral, of cuts, bruises, etc. The world is square, straight, or flat, and if the other side has been thought of, it is all woods or water or ice, or where saved people or Protestants or anything much heard of but little seen are; if we go to the edge of the world we come to water or may fall off, or it may be like a house and we live on the top. The first notion of a hill may be of some particular pile of sand, perhaps on the moulding board, three inches high, or a rubbish-heap in the back yard, or a slant where a sled will run alone; but a comprehensive idea of hill with opposite sides, though simpler and easier than most geographical categories, is by no means to be assumed.

If children are pressed to answer questions somewhat beyond their ken they often reply confusedly and at random, while if others beside them are questioned they can answer well; some are bolder and invent things on the spot if they seem to interest the questioner, while others catch quick and subtle suggestions from the form of the question, accent, gesture, feature, etc., so that what seems originality is really mind-reading, giving back our every thought, and sometimes only a direct reproduction, with but little distortion because little apprehension, of what parents or teachers have lately told them. But there are certain elements which every tactful and experienced friend of children learns to distinguish from each of these with considerable accuracy—elements which, from whatever source, take or spring from deep roots in the childish heart, as distinct from all these as are Grimm's tales from those of some of our weakly juvenile weeklies. These are generally not easily accessible. I could not persuade an old nurse to repeat to me a nonsensical song I had half overheard that delighted a two-year-old child, and the brothers Grimm experienced a similar difficulty in making their collections. As many workingmen nail a horseshoe over their door for luck, and many people really prefer to begin nothing important on Friday, who will not confess to a trace of superstition in either case, so children cling to their "old credulities to nature dear," refusing every attempt to gain their full confidence or explore secret tracts in their minds, as a well-developed system of insane illusions may escape the scrutiny of the most skillful alienist.

As a reasoning electric light might honestly doubt the existence of such things as shadows because, however near or numerous, they are always hidden from it, so the most intelligent adults quite commonly fail to recognize sides of their own children's souls which can be seen only by strategy. A boy and girl often play under my window as I write, and when either is quite alone unconscious words often reveal what is passing in their own minds, and it is often very absurd or else meaningless; but they run away with shame and even blushes, if they chance to look up suddenly and catch me listen-

ing: Yet who of us has not secret regions of soul to which no friend is ever admitted, and which we ourselves shrink from full consciousness of? Many children half believe the doll feels cold or blows, that it pains flowers to tear or burn them, or that in summer when the tree is alive it makes it ache to pound or chop it. Of 48 children questioned 20 believed sun, moon, or stars to live, 15 thought a doll and 16 thought flowers would suffer pain if burned. Children who are accounted dull in school-work are more apt to be imaginative and animistic.

The chief field for such fond and often secret childish fancies is the sky. About three-fourths of all questioned thought the world a plain, and many described it as round like a dollar, while the sky is like a flattened bowl turned over it. The sky is often thin, one might easily break through; half the moon may be seen through it, while the other half is this side; it may be made of snow, but it is so large that there is much floor-sweeping to be done in heaven. Some thought the sun went down at night into the ground or just behind certain houses, and went across on or under the ground to go up out of or off the water in the morning, but 48 per cent. of all thought that at night it *goes* or *rolls* or *flies*, is *blown* or *walks*, or *God pulls it up* higher out of sight. He *takes it into heaven*, and perhaps *puts it to bed*, and even *takes off its clothes* and puts them on in the morning, or again it *lies under the trees* where the angels *mind it*, or goes through and *shines on the upper side of the sky*, or goes *into* or *behind the moon*, as the moon is behind it in the day. It may *stay where it is*, only we *cannot see it, for it is dark*, or the *dark rains down so*, and it *comes out when it gets light so it can see*. More than half the children questioned conceived the sun as never more than 40 degrees from the zenith, and, naturally enough, city children knew little of the horizon. So the moon (still italicizing where the exact words of the children are given) *comes around when it is a bright night* and people *want to walk*, or *forget to light some lamps*; it *follows us about* and has nose and eyes, while it *calls the stars into, under*, or *behind* it at night, and they may be *made of bits of it*. Sometimes the moon is *round a month or two*, then it is a *rim*, or a *piece is cut off*, or it is *half stuck* or *half buttoned into* the sky. The stars may be sparks from fire-engines or houses, or, with higher intelligence, they are silver, or *God lights them with matches* and *blows them out* or *opens the door* and calls them in in the morning. Only in a single case were any of the heavenly bodies conceived as openings in the sky to let light or glory through, or as eyes of supernatural beings —a fancy so often ascribed to children, and so often found in juvenile literature.

Thunder, which, anthropologists tell us, is or represents the highest God to most savage races, was apperceived as God *groaning* or rolling barrels about, or *turning a big handle*, or *grinding snow, walking loud, breaking something, throwing logs, having coal run in, pounding about* with a *big hammer, rattling houses, hitting the clouds*, or clouds *bumping* or *clapping* together or *bursting*, or else it was merely *ice sliding off lots of houses*, or cannon in the city or sky, hard rain down the chimney, or big rocks pounding, or piles of boards falling down, or very hard rain, hail, or wind. Lightning is God *putting out his finger* or *opening a door*, or *turning a gas quick*, or (very common) *striking many matches at once*, throwing *stones and iron for sparks, setting paper afire*, or it is light going outside and inside the sky, or stars falling. God keeps rain in heaven in a *big sink, rows of buckets*, a *big tub* or *barrels*, and they *run over* or he *lets it down* with a *water-hose* through a *sieve*, a *dipper with holes*, or *sprinkles* or *tips* it down or *turns a faucet*. God makes it in heaven out of nothing or out of water, or it gets up by *splashing up*, or he *dips it up off the roof*, or it *rains up off the ground when we don't see it*. The clouds are *close to the sky*; they move because the *earth moves and makes them*. They are *dirty, muddy things*, or *blankets*, or *doors of heaven*, and are made of fog, of *steam that makes the sun go*, of smoke, of *white wool* or *feathers and birds*, or *lace*, or *cloth*. In their changing forms very many children, whose very life is fancy, think they see veritable men, or more commonly, because they have so many more forms, animals, faces, and very often God, Santa Claus, angels, etc., are also seen.

Closely connected with the above are the religious concepts so common with children. God is a *big*, perhaps *blue, man*, very often seen in the sky on or in clouds, in the church, or even street. He *came in our gate, comes to see us sometimes*. He lives in a *big palace* or a big *brick* or *stone house on the sky*. He makes lamps, babies, dogs, trees, money, etc., and the angels *work for him*. He looks like the priest, Fröbel, papa, etc., and they like to look at him, and a few would like to be God. He *lights the stars so he can see to go on the sidewalk* or *into the church*. Birds, children, Santa Claus, live with him, and most but not all like him better than they do the latter. When people die they just *go*, or are *put in a hole*, or a box or a *black wagon that goes to heaven*, or they *fly up* or are *drawn* or *slung up* into the sky where God *catches* them. They *never can get out of the hole*, and yet all good people somehow get where God is. He *lifts* them up, they *go up on a ladder or rope*, or they carry them up, but *keep their eyes shut so they do not know the way*, or they are *shoved up through a hole*. When children get there they have candy, rocking-horses, guns, and everything in the toy-shop or picture-book, play marbles, top, ball, cards, hookey, hear brass bands, have nice clothes, gold watches and pets, ice-cream and soda-water, and no school. There are men there who died in the war made into angels, and dolls with broken heads go there. Some think they must go through the church to get there, a few thought the horse-cars run there, and one said that the birds that grow on apple-trees are drawn up there by the moon. The bad place is like an *oven* or a *police-station*, where it burns, yet is all dark, and folks want to get back, and God *kills* people or *beats them with a cane*.

Not a few children have or can be made to disclose no such ideas as the above, and indeed

they seem to be generally already on the ebb at this age, and are sometimes timidly introduced by, *as if, some say*, it is *like*, or *I used to think*. Clear and confident notions on the above topics are the exception not the rule, yet most have some of them, while some are common to many, indeed, most children. They represent a drift of consentient infantile philosophy about the universe not without systematic coherence, although intimidated and broken through at every point by fragmentary truths, often only verbal indeed, without insight or realization of a higher order, so that the most diametrical contradictions often subsist peacefully side by side, and yet they are ever forming again at lower levels of age and intelligence. In all that is remote, the real and ideal fade into each other like clouds and mountains in the horizon, or as poetry which keeps alive the standpoints of an earlier culture coexists with science. Children are often hardly conscious of them at all, and the very questions that bring them to mind and invite them to words at the same time often abash the child to the first disquieting self-consciousness of the absurdity of his fond fancies that have put not only life but character into natural objects.

Between the products of childish spontaneity, where the unmistakable child's mark is seen, and those of really *happy* suggestion by parents, etc., the distinction is as hard as anywhere along the line between heredity and tradition. It is enough that these fancies are like Galton's composite portraits, resultants in form and shading of the manifold deepest impression which what is within and what is without have together made upon the child's soul in these spheres of ideas. Those indicated above represent many strata of intelligence up through which the mind is passing very rapidly and with quite radical transformations. Each stratum was once with but a little elaboration, or is now somewhere, the highest culture, relegated to and arrested in an earlier stage as civilization and educational methods advance. Belief in the false is as necessary as it is inevitable for the proper balance of head and heart, and happy the child who has believed or loved only healthy, unaffected, platonic lies like the above, which will be shed with its milk-teeth when more solid mental pabulum can be digested. It is possible that the present shall be so attractive and pre-occupying that the child never once sends his thoughts to the remote in time and place, and that these baby-fancies—ever ready to form at a touch, and which make the impartation of truth, however carefully put, on these themes impossible before its time; which, when long forgotten, yet often reverberate, if their old chords be struck, in adults to the intensity of fanaticism or even delusion—shall be quite repressed. If so, one of the best elements of education, which comes from long experience in laying aside a lower for a higher phase of culture by doubting opportunely, judiciously, and temperately, is lost.

De Quincey's pseudopia is thought by Dr. E. H. Clarke (Visions, p. 212) to be common with children; but, although about 40 were asked to describe what they saw with their eyes shut, it is impossible to judge whether they visualize in any such distinctive sense as Mr. Galton has described or only imagine and remember, often with Homeric circumstance, but with less than picturesque vividness. Childish thought is very largely in visual terms, hence the need of object lessons, and hence, too, it comes that most of the above questions address the eye without any such intent. If phonic symbols could be made pictorial as they were originally, and as illustrated primers make them in a third and still remoter sense, the irrational elements in learning to read would be largely obviated. Again, out of 53 children 21 described the tones of certain instruments as colored. The colors, or "photisms," thus suggested, though so far as tested constant from week to week in the same child, had no agreement for different instruments, a drum suggesting yellow (the favorite color of children) to one child and black or red to another, and the tone of a fife being described as pale or bright, light or dark colored, intensity and saturation varying greatly with different children. For this and other forms of association or analogies of sensation of a large and not yet explored class so common in children, many data for future study were gathered. This was also the case with their powers of time and tone reproduction, and their common errors in articulation, which have suggested other and more detailed researches, some of which are already in progress.

Each child was asked to name three things right and three things wrong to do, and nearly half could do so. In no case were the two confused, indicating not necessarily intuitive perception, but a general consensus in what is allowed and forbidden children at home, and how much better and more surely they learn to do than to know. Wrong things were specified much more readily and by more children than right things, and also in much greater variety. In about 450 answers 53 wrong acts are specified, while in over 350 answers only 34 different good acts are named. The more frequent answers are to mind and be good, or to disobey, be naughty, lie, and say bad words; but the answers of the girls differ from the boys in two marked ways—they more often name specific acts and nearly twice as often conventional ones, the former difference being most common in naming right, the latter in naming wrong things. Boys say it is wrong to steal, fight, kick, break windows, get drunk, stick pins into others, or to "sass," "cuss," shoot them; while girls are more apt to say it is wrong to not comb the hair, to get butter on the dress, climb trees, unfold the hands, cry, catch flies, etc. The right things seem, it must be confessed, comparatively very tame and unattractive, and while the genius of an Aristotle could hardly extract categories or infer intuitions by classification from either list, it is very manifest that the lower strata of conscience are dislike of dirt and fear. Pure intuitionalists may like to know that over a dozen children were found who convinced their questioners that they thought they ought not to say bad words if no one heard them, or lie if not found out, etc., or who felt sick at the stomach when they had been bad; but the soap and water or sand with which

their mouths are sometimes washed after bad words in kindergartens, or the red pepper administered at home after lies, may possibly have something to do with the latter phenomenon.

From several hundred drawings, with the name given them by the child written by the teacher, the chief difference inferred is in concentration. Some make faint, hasty lines representing all the furniture of a room, or sky and stars, or all the objects they can think of, while others concentrate upon a single object. It is a girl *with buttons*, a house *with* a *keyhole* or steps, a man *with a pipe* or heels or ring grotesquely prominent. The development of observation and sense of form is best seen in the pictures of men. The earliest and simplest representation is a round head, two eyes and legs. Later comes mouth, then nose, then hair, then ears. Arms like legs at first grow directly from the head, rarely from the legs, and are seldom fingerless, though sometimes it is doubtful whether several arms or fingers from head and legs without arms are meant. Of 44 human heads only 9 are in profile. This is one of the many analogies with the rock and cave drawings of primitive man, and suggests how Catlin came to nearly lose his life by "leaving out the other half" in drawing a profile portrait of an Indian chief. Last, as least mobile and thus attracting least attention, comes the body; first round like the head, then elongated, sometimes prodigiously, and sometimes articulated into several compartments, and in three cases divided, the upper part of the figure being in one place and the lower in another. The mind and not the eye alone is addressed, for the body is drawn, and then the clothes are drawn on it (as the child dresses) diaphanous and only in outline. Most draw living objects except the kindergarten children, who draw their patterns. More than two-thirds of all objects are decidedly in action, and under 18 per cent. word-pictures or scribbles called the *name* of objects are made to imitate writing or letters, as children who cannot talk often make gibbering, sputtering sounds to imitate talking. The very earliest pencillings, commonly of three-year-old children, are mere marks to and fro, often nearly in the same line. Of 13 of these most were *nearly* in the angle described by Javal as corresponding to the earliest combination of finger and fore-arm movements, and not far from the regulation slant of 52° taught in school penmanship.

Each child was asked to tell a verse or story to be recorded verbatim, and nearly half could do so. Children of this age are no longer interested in mere animal noises or rhymes or nonsense-words of the "Mother Goose" order, but everything to interest them must have a cat, dog, bird, baby, another child, or possibly parent or teacher in it, must be dramatic and full of action, appeal to the eye as a "chalk-talk" or an object-lesson, and be copious of details, which need be varied but slightly to make the story as good as new for the twentieth time. A long gradation of abstractions culminates here. First, it is a great lesson for the child to eliminate touch and recognize objects by the eye alone. The first pictures are felt of, turned over with much confusion to find the surface smooth. To abstract from visual terms to words is still harder. Eyes and tongue must work together a long time before the former can be eliminated and stories told of objects first absent, then remote, then before unknown. Children must be far beyond this before they can be interested in fairy tales, and stories told interest them far more than if read to them, no matter how apt the language. They are reproduced about as imperfectly as objects are drawn, only a few salient and disconnected points being seized at first, and sentence and sequence coming very slowly after many repetitions. Their own little faults may be woven in or ascribed to animals or even plants in a remote way which they themselves will feel at each stage, and the selfish birdie or the runaway squirrel or flowers as kind words may be referred to in case of need as a reserve moral capital. Why do we never teach maxims and proverbs which, when carefully selected, are found so effective at this age, and teach the best morality embodied in the briefest and most impressive way?

Of the 36 per cent. or 72 children of the table who never saved their pennies, 52 spend them for candy, which growing children need, but the adulterations of which are often noxious. Of toys, big things please them best. A recent writer in Austria fears that school savings-banks tend to call attention too early to money matters, and to cause its value to be dangerously overrated; but to pass the candy by and drop the cents where they are beyond their control for years, is much less pedagogic than to save them till a larger and more costly toy can be bought.

There are but 11 questions on which any comparison between the intelligence of the Boston and Berlin children can be made. On all of these except elementary number, where the average is nearly 20 per cent. in favor of the Boston children, the figures vary surprisingly little, despite local differences and another mode of questioning.

Table I. is based upon about equal numbers of boys and girls, and children of Irish and American parentage greatly predominate; there are 21 Germans, and 19 are divided between eight other nationalities. 14 per cent. of all examined did not know their age; 6 per cent. were four, 37 per cent. were five, 25 per cent. were six, 12 per cent. were seven, and 2 per cent were eight years old. The returns were carefully tabulated to determine the influence of age, which seems surprisingly unpronounced, indicating, so far as the small numbers go, a slight value of age *per se* as an index of ripeness for school.

In Table II., columns 2 and 3 are based upon larger numbers and upon less carefully restricted selections from the aggregate returns. In 34 representative questions out of 49 the boys surpass the girls, as the German boys did in 75 per cent. of the quite different Berlin questions. The girls excel in knowledge of the parts of the body, home and family life, thunder, rainbows, in knowledge of square, circle, and triangle, but not in that of cube, sphere, and pyramid, which is harder and later. Their stories are more imaginative, while their knowledge of things out-

ward and remote, their power to sing and articulate correctly from dictation, their acquaintance

TABLE II.

Name of the Object or Concept.	Per cent. of ignorance in 150 girls	Per cent. of ignorance in 150 boys	Per cent. of ignorance in 50 Irish children	Per cent. of ignorance in 50 American children	Per cent. of ignorance in 64 kindergarten children
Beehive	81	75	86	70	61
Ant	59	60	74	38	26
Squirrel	69	50	66	42	43
Snail	69	73	92	72	62
Robin	69	44	64	36	29
Sheep	67	47	62	40	40
Bee	46	32	52	32	26
Frog	53	38	54	35	35
Pig	45	27	38	26	22
Chicken	35	21	32	16	22
Worm	21	17	26	16	9
Butterfly	14	16	26	8	9
Hen	15	14	18	2	14
Cow	18	12	20	6	10
Growing clover	59	68	84	42	29
" corn	58	50	60	68	32
" potatoes	55	54	62	44	34
" buttercup	50	51	66	40	31
" rose	48	48	60	42	33
" dandelion	44	42	62	34	31
" apples	16	16	18	12	5
Ribs	88	92	98	82	68
Ankles	58	52	62	40	38
Waist	53	52	64	32	36
Hips	50	47	72	31	24
Knuckles	27	27	34	12	23
Elbow	19	32	36	16	12
Right from left hand	20	8	14	20	4
Wrist	21	34	44	9	19
Cheek	10	12	14	14	4
Forehead	10	11	12	10	7
Throat	10	18	14	16	14
Knee	4	5	2	10	2
Dew	64	63	92	52	57
What season it is	59	50	68	48	41
Hail	75	61	84	52	53
Rainbow	59	61	70	38	38
Sunrise	71	53	70	36	53
Sunset	47	49	52	32	29
Stars	15	10	12	4	7
Island	74	78	84	64	55
Beach	82	49	60	34	32
Woods	46	36	46	32	27
River	38	44	62	12	13
Pond	31	34	42	24	28
Hill	23	22	30	12	19
The number five	26	16	22	24	12
" four	15	10	16	14	7
" three	7	6	12	8	0

with number and animals, is distinctly less than that of the boys. The Berlin report indicates that the girls knew the four best of Grimm's tales nearly twice as frequently as the boys, but that in the concepts of God, Christ and Bible stories the relation was exactly reversed, and proceeds to infer that the more common, near, or easy a notion is the more likely are the girls to excel the boys, and *vice versa*. Save possibly in the knowledge of the parts of the body, our returns do not particularly indicate this. Boys do seem, however, more likely than girls to be ignorant of common things right about them, where knowledge is wont to be assumed. Column 3 shows that the Irish children tested were behind others on nearly all topics. The Irish girls decidedly outrank the Irish boys, the advantage to the sex being outweighed by the wider knowledge of the boys of other nationalities. Whether, however, the five and six-year-old Irish boys are not after all so constituted as to surpass their precocious American playmates later in school or adult life, as since Sigismund many think "slow" children generally do, is one of the most serious questions for the philosophical educator. Column 5 shows the advantage of the kindergarten children, without regard to nationality, over all others in a striking way. Most of the latter tested were from the charity kindergartens, so that superior intelligence of home surroundings can hardly be assumed. Many of them had attended kindergarten but a short time, and the questions were so ordered that the questioners who had a special interest in the kindergarten should not know till near the end of their tests whether or not they had ever attended it. On the other hand, a somewhat larger proportion of the children from the kindergarten had been in the country. Yet on the whole we seem to have here an illustration of the law that we really see not what is near or impresses the retina, but what the attention is called and held to, and what interests are awakened and words found for. Of nearly thirty primary teachers questioned as to the difference between children from kindergartens and others, four saw no difference, and all the rest thought them better fitted for school work, instancing superior use of language, skill with the hand and slate, quickness, power of observation, singing, number, love of work, neatness, politeness, freedom from the benumbing school-bashfulness, or power to draw from dictation. Many thought them at first more restless and talkative generally—a trifling and transient fault.

There are many other details and more or less probable inferences, but the above are the chief. The work is laborious, involving about fifty thousand items in all; and as but few of the Berlin methods or results except statistical tables have been published, these results are it is believed to be in some degree the first opening of a new field, which should be specialized and single concept-groups subjected to more detailed study with larger numbers of children. It should also be applied to older children and youth, as the writer is already attempting to do. The difficulty is to get essential points to test for. If these are not characteristic and typical, all such work is worthless. We believe that not only practical educational conclusions of great scope

and importance may be based on or illustrated by such results, but, though deeply sensible of many sources of inaccuracy which may limit their value, that they are of great importance for anthropology and psychology. It is characteristic of an educated man, says Aristotle in substance, not to require a degree of scientific exactness on any subject more than that which the subject admits. As scientific methods advance not only are increasingly complex matters subjected to them, but probabilities (which guide nearly all our acts) more and more remote from mathematical certainty are valued.

Steinthal tells an apposite story of six German gentlemen riding socially in a coupé all day, and as they approached the station where they were to separate one proposed to tell the vocation of each of the others, who were strangers to him, if they would write without hesitation an answer to the question "What destroys its own offspring?" One wrote, Vital force. "You," said the questioner, "are a biologist." Another wrote, War. "You," he said, "are a soldier." Another wrote, Kronos, and was correctly pronounced a philologist; while the publicist revealed himself by writing Revolution, and the farmer by writing She-bear. This fable teaches the law of apperception. As Don Quixote saw an army in a flock of sheep and a giant in a windmill, as some see all things in the light of politics, others in that of religion, education, etc., so the Aryan races apperceived the clouds as cows and the rain as their milk, the sun as a horse, the lightning as an arrow, and so the children apperceive rain as God pouring down water; thunder as barrels, boards falling, or cannon; heaven as a well-appointed nursery, etc., etc. They bring more or less developed apperceiving organs with them into school, each older and more familiar concept gaining more apperceptive power over the newer concepts and percepts by use. The older impressions are on the lurch, as it were, for the new ones, and mental freedom and all-sidedness depends on the number and strength of these appropriating concepts. If there are very few, as with children, teaching is, as some one has well said, like pouring water from a big tub into a small narrow-necked bottle. A teacher who acts upon the now everywhere-admitted fallacy that knowledge of the subject is all that is needed in teaching children, pours at random on to more than into the children, talking to rather than with them, and gauging what he gives rather than what they receive. All now agree that the mind can learn only what is related to other things learned before, and that we must start from the knowledge that the children really have and develop this as germs, otherwise we are showing objects that require close scrutiny only to indirect vision, or talking to the blind of color. Alas for the teacher who does not learn more from his children than he can ever hope to teach them! Just in proportion as teachers do this do they cease to be merely mechanical and acquire interest, perhaps enthusiasm, and surely an all-compensating sense of growth in their work and life.

From the above tables it seems not too much also to infer—I. That there is next to nothing of pedagogic value the knowledge of which it is safe to assume at the outset of school-life. Hence the need of objects and the danger of books and word-cram. Hence many of the best primary teachers in Germany spend from two to four or even six months in talking of objects and drawing them, before any beginning of what we till lately have regarded as primary school work. II. The best preparation parents can give their children for good school-training is to make them acquainted with natural objects, especially with the sights and sounds of the country and talk about them, and send them to good and hygienic as distinct from most fashionable kindergartens. III. Every normal school pupil should be required, as an essential part of his training, and every teacher, on starting with a new class or in a new locality, to make sure that his efforts along some lines are not utterly lost, should undertake to explore carefully, section by section, children's minds with all the tact and ingenuity he can command and acquire, to determine exactly what is already known. IV. The concepts which are most common in the children of a given locality are the earliest to be acquired, while the rarer ones are later. This order may generally be assumed in teaching as a natural one, apples first and wheat last (See Table I.). This order, however, varies very greatly with every change of environment, so that the results of exploration of children's minds in one place cannot be assumed to be valid for those of another, save within comparatively few concept-spheres.

The writer is under special obligations, first to Mrs. Quincy Shaw, who founded and supports the comprehensive system of charity kindergartens in Boston, and also to Miss L. B. Pingree, their superintendent, and to the special questioners, Miss S. E. Wiltse, Miss L. H. Symonds, Miss E. M. Parker, and Miss C. Scandlin.

Princeton Review.

PROHIBITION IN INDIA.

BY M. L. HOLBROOK, M. D.

THE prohibition of the use of intoxicating drinks in India ought to be studied most carefully. It is certainly an example dating back to ancient times, continuing for ages and full of interest. Before the days of the Vedas the Brahmin used intoxicating drinks, and was not restrained from them by any religious sentiment. The Soma wine was an essential part of the oblations offered to the gods. It is true some doubt has been expressed as to whether this wine was intoxicating, but the evidence is strong that it was. Why did the Brahmins finally prohibit intoxicating drinks? Undoubtedly from observation and experience they had learned of their injurious effects, just as we have, and this produced a revulsion of feeling on the subject, so that, while

the Vedas still allowed wine as an oblation to the gods, it was prohibited for the mere gratification of the senses, and drinking became a crime of the blackest dye, equal in its wickedness to the murder of a Brahmin.

The first prohibition of intoxicants by the Indians is said to have been put forth by Sukracharaga, a high priest of the Assurus. He had been very intemperate, and drank to such excess that he had become a great nuisance to himself and others; but being a very conscientious man, and in his sober moments feeling great remorse for his habits, he uttered the first prohibitory law of which we have any knowledge. Just how much trouble was experienced in executing this law, and how far it extended, we probably shall never know—but no doubt it was objected to and violated more or less. Wine bitters were also cursed by Krishna, some of whose relatives had given him great trouble on account of their drunkenness. Public sentiment, however, grew stronger and stronger in course of time, just as it is doing now. History repeats itself, they say. Is not Indian history repeating itself here? Manu, who stands as high or higher among the Brahmins than Moses does among us, proclaimed that one who had even drunk spirits could only purify himself by suicide, If he had done it by accident he must be newly initiated into his caste, with a renewal of all his vows. The vow was held to be greater for a woman than a man, and the Brahmin woman who drank was doomed to be born in after life a cow, or a vulture. Manu ordered all drinkers to be branded.

The trade in spirituous liquors was forbidden to all in high caste, but many, as now, violated the law. Moderation was preached by many, and total abstinence was preached by only the most superior and virtuous ones. It would be exceedingly interesting and helpful to temperance reformers if we could have a history of the temperance movement in India; but it is doubtful if we ever can get more than mere hints concerning it. The present Hindoos know nothing of it. Their ancestors far back settled the question for them, and intemperance had been almost unknown for ages, till the land came under English rule. To what extent they will again introduce a habit so difficult to eradicate, is a question of the future; but it is to be hoped prohibition will still be the rule and intemperance the exception.

We have a very imperfect knowledge of the Indians of Hindostan. I have just had a conversation with a lady physician who spent six years among them. I asked her this question; "Are the Indians on the average superior or inferior to ourselves?" She said, "They are about fifty per cent, superior to us; none of them are so low as our lowest classes."

I offer this slight and imperfect contribution to the subject, hoping others with more leisure will make further studies, and thus enrich our knowledge of a very ancient and noble race. *Temperance Advocate.*

INSECT LIVES—NO II.

The velvet nap which on his wings doth lie,
The silken down with which his back is dight,
His broad outstretched horns, his hairy thighs,
His glistening colors and his glorious eyes."—*Spenser.*

I AM only a day old! I wonder if every butterfly comes into the world to find such queer things about him? I was born in prison. I can see right through my walls; but I can't find any door. Right below me (for I have climbed up through all) lies a queer-looking, empty box. It is clear, and a pale green. It is all in one piece, only a little slit in the top. I wonder what came out of it. Close by it there is another green box, long and narrow, but not empty, and no slit in the top. I wonder what is in it. Near it is a smooth, green caterpillar, crawling on the edge of a bit of cabbage-leaf. I'm afraid that bright light has hurt my eyes. It was just outside of my prison wall, and bright as the sun.

The first thing I remember, even before my wings had opened wide, or I was half through stretching my feet to see if I could use them in climbing, there was a great eye looking at me. Something round was before it, with a handle. I suppose it was a quizzing-glass to see what I was about. I heard somebody says, "Oh! Oh!" twice, just as if they wondered I was here. Then they held the great bright light close to the wall, till my eyes were dazzled. I don't like this prison. It isn't worth while to fly about. It seems as if I ought to have more room. There must be something inside that green box. It moves! I saw it half tip over then, all of itself. I believe that caterpillar is afraid of it. He creeps off slowly toward the wall. How smooth and green he is! How his rings move when he crawls! Now he has gone up the wall. He has stopped near the roof. How he throws his head from side to side! He is growing broader! He looks just as if he was turning into one of these green boxes! How that box shakes! There, I see it be-

gin to open! There is a slit coming in the back! Something peeps out! A butterfly's head, I declare! Here it comes—two long feelers, two short ones! Four wings, two round spots on each of the upper pair, and none on the other two. Dressed just like me. I wonder why it hid away in that box?

First Butterfly.—"What made you hide in that green box?"

Second Butterfly.—"What box? I haven't hid anywhere. I don't know what box you mean."

First Butterfly.—"That one. You just crawled out of it. I saw you."

Second Butterfly.—"That's the first I knew of it. There are *two* boxes, just alike. *Both* empty. May be you were hid in the other!"

First Butterfly.—"Ho! There goes up our prison wall! That's the big hand that held the bright light. How good the air feels! Now for a chance to try our wings! Away we go!"

GREEN HOUSE WITH GOLD NAILS.

There is a very pretty catterpillar which lives upon the common milk-weed or *asclepias*, which grows by the roadside, with pinkish clusters of flowers in summer, and curious bird-shaped pods in the fall. This caterpillar (whose name is *Danais archippus* —we might call him Archie, for short,) is very pretty, and the butterfly is handsome; but the crowning beauty of all is the chrysalis. It looks like a little green house, put together with gold nails. It is somewhat of the size and shape of a long, delicate pea-green acorn, and has a row of dots half-way around what would be the saucer of the acorn, with others about the size of a pin's head on different parts of the chrysalis, and you will say they are not like gold, but are real gold itself.

The caterpillar, when full-grown, is about two inches long. It is cylindrical, and handsomely marked, when mature, with narrow alternating bands of black, white, and lemon yellow. These bands are not entirely even, and occasionally run into each other. On the top of the second ring, or segment, are two slender, black, thread-like horns, and on a hind ring two more, not quite so long as those near the head. You can find it almost any day in July or August, if you look closely, on the under side of the broad ovate-elliptical leaves of the milk-weed. When this caterpillar first leaves its conical, reticulated egg (which is always found on the under side of the leaf, a miniature hanging-basket, first yellow and then gray, as it developes), it is perfectly cylindrical, and of nearly the same size throughout, and only twelve one-hundredths of an inch in length. In this, its *first coat*, it is a pale, greenish white, and the horns (front and back) are mere conical points, and it is covered with little black hairs or bristles, from minute warts on the back and sides. The breathing holes, or *stigmata*, show on each side, marked by a plain, narrow band. In the next coat, which it puts on in a few days, black stripes appear, and also faint lines of white and yellow, and the horns are longer. The third and last coat (before the final change to the chrysalis) is much the same, except that all the colors are brighter. The horns are shed with the skin, new ones having been formed beneath to take their place. These have been so carefully folded away that at first they scarcely appear; but they are soon developed, or uncurled, and unbend so suddenly as almost to suprise one.

When the caterpillar is ready to make its change into the chrysalis, it spins a little tuft or button of silk to the underside of the leaf (or the box-cover, if in prison), into which it fastens its hind legs, by their little hooks, then lets go the hold of its other legs, and hangs, head downward, with the body curved. In this position it remains about twenty-four hours when the marvelous change is wrought—the coat thrown off and the chrysalis developed.

It was the accidental finding of his chrysalis, attached to a spray of wild carrot, that led me to study this particular species. It was a secret to me—this beautiful green and gold house. It held something. What, I must know! Cutting the stem of the carrot, I brought the treasure carefully into the house, covered it with a tumbler, and for a week it remained just the same. Then the green began to turn to a light purple, and lines began to show through the clear case. The front showed lines like a curtain, parted and folded back each way like drapery, to the bottom. The back was curiously marked off. The whole gradually took on a very dark purple hue, and I hoped to see it open and give up its treasure. But though I watched very carefully, it stole a march on me, and one morning I found its secret disclosed and fluttering below the empty chrysalis, now but a clear, rent tissue, with here and there a pale gold dot.

The butterfly is handsome and quite large (more than three inches across when the wings are spread), but not quite so beautiful as you would infer from his elegant house. He is of a rich tawny orange, bordered with

velvet black, on the upper side, and a lighter nankeen yellow below; and has a large velvety black head spotted with white.

As I did not know how large he would be, nor when he would come out—for he did not invite me, as I said, to his "opening," —I had not given him a glass roomy enough for his wings to expand entirely at the first, as they must, or remain imperfect. So afterward, although he had the liberty of the whole room, he walked about with one wing folded back over his shoulder, like a lady's opera-cloak. But I kept him, and, learning that he came from the milk-weed caterpillar, I went in quest of one. I was fortunate enough to find five in one search —three on one milk-weed, and two on another. I put them in a glass fernery, about one foot long and ten inches high, and fed them with fresh milk-weed leaves daily. Soon they mounted, one after another, to the top, and began to work on the under side of the glass cover. My curiosity was on the alert to see how each would build his green house. I had seen cocoons of various kinds spun, but the glass-smooth chrysalis could not be spun. Oh, no! It was altogether too nice work to be done in sight. There was no sound of hammer or sight of tools. It was all polished and painted and ready—and lo! the inner layers of the caterpillar's skin had been the work-shop, and the outer skin was taken down and discarded, like worthless scaffolding, when the green and gold house was ready. Pretty soon there were five of these houses hanging from the glass roof, side by side; and now there are five empty homes, still clinging by the little shiny black twist that fastens them firmly to the glass, and five great handsome butterflies. Only one of all these five did I see break the shell and come out, and that only by the most diligent watching. The butterfly was packed, head downward, at the bottom of the chrysalis—wonderfully packed, as all will admit who see him emerge, to shake himself out into something five or six times as wide, a beautiful uncramped butterfly!

After seeing them brighten a bouquet, and watching them eat with their long spiral tongues from a little bed of moss sprinkled with sweetened water, I let them take a nap under a tumbler with a little pillow of chloroformed cotton, and, unmarred even by a pin, they were ready to be laid away in a glass-covered box in the long, dreamless sleep.

It has been said by some entomologist that each plant is visited by about five different insects. This year (1877) I have searched in vain on the milk-weed for the large, handsome caterpillar of the *Danais archippus*. That there must have been a few, the occasional presence of the Danais butterfly has proved. Two were seen in Massachusetts, flitting gaily past me as if in mockery of a long and futile search I had just made for the caterpillar among a whole tract of milk-weed: one in Brooklyn, and one or two in Pennsylvania, but they were exceedingly rare. The eggs were probably destroyed by spiders and other insects, but why to so much greater extent than the previous year is not so readily explained.

The only caterpillar (and that very abundant) which seems to have lived upon the milk-weed this year, and found upon the same spot where the Danais caterpillars were so readily obtained last year—sometimes half a dozen upon one plant—is a small one in comparison to that of the Danais, of a soft, woolly appearance, orange-red in color, and about an inch in length, with hairs thickly set in starry clusters about each fleshy ring. Three of these abundant orange-red caterpillars have gone into a shiny-brown chrysalis and come out, after a three weeks' sleep, into lavender-colored moths, perhaps an inch and a half across the expanded wings, the wings edged with a narrow orange border. They were "traveled" caterpillars, going in a box as chrysalids from Pennsylvania to Massachusetts, coming out there, and traveling back as quietly as if long journeys were a matter of course. A second set of caterpillars of the same kind appeared in August, some of which are now (September) in their chrysalid homes. They made from their wooly, downy hairs (more soft than those of any other caterpillar I have seen) a soft cocoon like loose felt, and these four have gone up in pairs, two chrysalids in each thin cocoon. This little lavender moth is neat and quite pretty, but not to be compared for beauty to the *Danais archippus*.

There is no unbelief;
Whoever plants a seed beneath the sod
And waits to see it push away the clod,
He trusts in God.

Whoever sees, 'neath winter's field of snow,
The silent harvest of the future grow
God's power must know,
Whoever says "To-morrow," "The Unknown,"
"The Future," trusts that Power alone
He dares disown.

There is no unbelief;
And day by day, and night, unconsciously,
The heart lives by that faith the lips deny—
God knoweth why!—*Anon.*

THE TEACHER'S LOT.

ITS AMENITIES AND TRIBULATIONS.

IF vexed with a child when instructing it, try to write with your left hand. Remember, a child is all left hand.—*J. F. Boyes.*

Of study took he moste care and heed;
Not a word shape he more than was nede,
Souning in moral vertu was his speche,
And gladly wolde he lerne and gladly teche
Chaucer.

O'er wayward childhood would'st thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope and Patience—these must be thy graces,
And in thine own heart let them first keep school.
Coleridge.

To sentence a man of true genius to the drudgery of a school is to put a race horse in a mill.—*Colton.*

One-half of the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentleman's face that Yes was wrong, cried out in chorus, "No, sir!" as the custom is in these examinations.—*Dickens.*

Worried and tormented into monotonous feebleness, the best part of his life ground out of him in a mill of boys.—*Dickens.*

The twig is so easily bended,
I have banished the rule and the rod;
I have taught them the goodness of knowledge,
They have taught me the goodness of God,
Charles Dickinson.

Taught or untaught, the dunce is still the same;
Yet still the wretched master bears the blame.
Dryden.

If a student convince you that you are wrong and he is right, acknowledge it cheerfully, and—hug him.—*Emerson.*

The eminences of their scholars commend the memories of school-masters to posterity, who otherwise, in obscurity, had been altogether forgotten.—*Thomas Fuller.*

A man severe he was and stern to view;
I knew him well and every truant knew;
Well had the boding trembler learned to trace
The day's disaster in his morning face.
Goldsmith.

Uneasy lie the heads of all who rule;
The most so his whose kingdom is a school.
O. W. Holmes.

The school-master is apt be a favorite with the female part of creation, especially in the rural districts.—*Irving.*

The poet has described the dull sameness of a teacher's existence in these words; *Vitam continet una dies.—Dr. Johnson.*

And while a paltry stipend earning,
He sows the richest seeds of learning,
No joys, alas! his toil beguile,
His mind lies fallow all the while.
Robert Lloyd.

Training your pupil you may be training his great-grandson! Infinite are the reaches of the Schoolmaster!

Still to be pinioned down to teach
The Syntax and the Parts of Speech,
Or deal out authors by retail,
Like penny pots of Oxford ale;
O'tis a service irksome more
Than tugging at the slavish oar.
Robert Lloyd.

She dwells by great Kenhawa's side,
In valleys green and cool.
And all her hope and all her pride
Are in her village School. *Longfellow.*

Came the Preceptor, gazing idly round.
Now at the clouds and now at the green grass.
And all absorbed in reveries profound,
Of fair Almira in the upper class. *Longfellow.*

Neither do you, schoolmasters, a set too often cheated of your wages, despise the goddess Minerva; it is she that brings you new pupils.—*Ovid.*

The teacher is like the candle which lights others in consuming itself.—*Ruffini.*

I can easier teach twenty what were good to be done than be one of twenty to follow my own teaching.—*Shakspeare.*

Righte lordly is ye Pedagogue
As any turbaned Turke,
For well to rule ye district school
It is no idle worke.

Fulle solemn is ye Pedagogue,
Amonge ye noisy churls,
Yet other while he hath a smile
To give ye handsome girls.

And one—ye fayrest mayde of all
To cheere his wayninge life,
Shall be when Springe ye flowers shall bringe
Ye Pedagogue his wife! *John G. Saxe.*

Has any one ever heard of the teacher who "sets his mouth going and then goes away and leaves it?"

Delightful task! to rear the tender thought,
To teach the young idea how to shoot.
Thomson's "Spring."

To rear, to teach,
Becoming as is meet and fit,
A link among the days to knit
The generations each with each
Tennyson.

Pretty were the sight
If our old halls could change their sex, and flaunt,
With prudes for proctors, dowagers for deans,
And sweet girl-graduates in their golden hair.
Tennyson.

What comfort some pedagogues might derive from the thought that wise pupils can learn as much from a fool as from a philosopher.—*Vedder.*

Instructors should not only be skillful in those sciences which they teach, but have skill in the method of teaching, and patience in the practice.—*Dr. Watts.*

And when the world shall link your names
With gracious lives and manners fine,
The teacher shall assert her claims,
And proudly whisper, "These are mine!"

THE "COMMON PEOPLE."

NOT a few ambitious youth look upon the masses of the people as "common" and hardly worthy of respectful consideration, very much as Simon Peter looked upon men outside of his "set" or sect, before the vision of the "great sheet" radically altered his opinion. Such beginners handicap themselves, and unless, like Peter, their "view receives a change," the keen observer of men can already discount their chances of success in life. When Walter Scott's daughter condemned something for being "vulgar," her father sharply replied, "You speak like a very young lady. Do you know the meaning of the word 'vulgar?' It is only 'common.' Nothing that is common, except wickedness, can deserve to be spoken of in a tone of contempt. When you have lived to my years, you will agree with me in thanking God that nothing really worth having in this world is uncommon."

We advise every young man who is being divorced from the people by his education, to cut out these words and paste them in his pocket-book. Let him read them every time he is tempted by the narrow influences of caste. That temptation must inevitably do this nation much harm, unless our educated young men resist it. A tendency of our higher schools is to separate their pupils from the people, so that they have no sympathy with Lincoln's words: "Government of the people, by the people, and for the people." It used to be said that eloquence was dirt-cheap in the United States. Yet there are not a score of preachers, lawyers, and statesmen who so speak as to hold, convince, and move the people. Demosthenes did, and the Athenians clamored to be led against Philip. Whitefield did, and his andience bowed themselves in penitence. Dwight Moody does, and the undergraduates of Oxford and Cambridge rise up in public to ask for prayers.

"Thoughts that breathe and words that burn" come only to those who, like them, sympathize with the people, feel the beating of the people's heart, and learn also the dialect of the street. A young man who would do good work as orator, as writer, or as leader, must keep so close to the people as to know them and feel with them as well as for them. Even the scholarly Emerson, himself by nature an intellectual hermit, says that the street must be one of the orator's schools, because its language is superior in force to that of the academy. "The speech of the man in the street," he adds, "is invariably strong . . The power of their speech is, that it is perfectly understood by all . . When any orator at the bar, or in the Senate, rises in his thoughts, he descends in his language; that is, when he rises to any height of thought or of passion, he comes down to a language level with the ear of all his audience." And how can he know this without knowing the people?

Burke says that the practical superiority of Homer and Shakespeare "over all other men arose from their practical knowledge of all other men." "The true science," says an old French author, "and the true study of man is man." Pope versified the sentiment into, "The proper study of mankind is man." Every great orator, writer, painter, and leader, has acted upon this idea. George Whitefield studied men and the English dramatists while acting as tapster in his mother's tavern. After he had closed the tavern-shutters for the night, he would read the dramatic portions of the Bible. He wished to learn all he could about men and women. When he came to preach, men not only wondered at his dramatic style of speaking, which held spell-bound great masses of men and women, but at the knowledge of the human heart which shaped his arguments and appeals. A tavern was no bad school for the man who had to preach to the roughs, peasants, and workmen of England.

"I have read books enough," writes Walter Scott, "and conversed with enough splendidly-educated men in my time; but I assure you I have heard higher sentiments from the lips of poor uneducated men and women than I ever met with out of the pages of the Bible." But he was among Scotchmen who had been educated in high sentiment by the study of their Bibles. Of Him who spake as never man spake, it is said, "the common people heard Him gladly." But they did not care to hear the Pharisees who sneeringly said of them, "This people knoweth not the law and are cursed."

Nature has ordained that there shall be classes in human society. The development of the race depends upon the friendly and sympathetic relations of these classes. By a law that is inexorable, the higher can only find safety and permanence in seeking the good-will and elevation of the lower, and the intellect and self-restraint of the lower can only be trained and developed by the

teachings and sympathy of the higher. Whenever the intellect and the religion of this republic fail to see and act upon this great fundamental principle of nature and of Christianity, that moment its downfall is assured. *Youth's Companion.*

HOW TO TREAT BOOKS.

BY DUANE DOTY.

THE suggestions and directions here offered relate entirely to the mechanical treatment of books. It is well known to parents and teachers that school books are so badly handled that they do not last half the time that they should do good service. Beyond an occasional suggestion that school books ought to be covered, teachers seldom give pupils any instruction in relation to the proper care of books. Soiled leaves, broken binding, "dogs' ears," gnawed covers, or covers perforated with pencils, or covered with worse than prehistoric monumental inscriptions, or grotesque essays on the sides of a tea-chest, are common in school-rooms. School libraries consisting of books of reference and valuable works in every department of learning are getting to be numerous. Pupils have access to the books of these libraries, and it is very necessary that the best possible care should be taken of such books We know of no better way to secure this care than by giving minute instructions as to the use of books, and having these instruction printed and pasted on the inside of the cover of every library book. Obedience to these directions should be insisted upon, and penalties for any neglect or carelessness enforced. The following summary of directions which experience has found valuable, and which has been adopted for use in a number of libraries, is presented for any suggestive value it may have.

DIRECTIONS.

I. *Always* handle books with the greatest care and delicacy, but *never* touch them with damp or soiled hands.

II. *Always* take a book from the shelf by the back, but *never* pull it from the shelf by the binding at the top.

III. *Always* place a large book upon a table before opening and consulting it, but *never* lean with elbows or arms upon the pages of an open book nor place anything upon it.

IV. *Always* open a large book in the middle, pressing each half flat upon the table before turning the leaves, but *never* hold a book against the edge of a table.

V. *Always* open a book from the front, not from the ends or covers, but *never* crack and spoil the binding by opening it farther than to bring both sides of the cover into the same plane.

VI. *Always* turn the leaves of a book rapidly from the top with the middle or forefinger, but *never* by pushing them with the thumb or finger, wet or dry.

VII. *Always* hold a small book in the left hand, the thumb and little finger upon the pages, and the three fingers upon the back of the cover, and *never* sit by a stove while reading a book, for it warps the cover and dims the lettering.

VIII. *Never* write, make extracts or take notes with pen or pencil upon paper laid upon the pages of an open book, or upon the cover of a library book.

IX. *Never* place any pen or pencil marks upon the blank leaves or margins, nor turn down the corners of any leaves.

X. *Always* put a book right end up into its place in the bookcase, but *never* allow it to drop from the bookcase or consulting table to the floor.

XI *Always* keep books, when not in use, in neat rows on the shelves of the bookcases, the books of sets together, but *never* leave scraps of paper, pencils, or anything else, in any book.

XII. *Always* use a light, soft cloth for wiping books, and a light, soft duster for dusting them, but *never* attempt to dry by a fire a book that has been wet, as it will blister the cover.

XIII. *Always* return a book the moment you have finished reading or consulting, so as not to deprive others or its use.

XIV. *Always* report at once any damage to a book, and also any typographical or other errors discovered in it.

XV. GENERAL DIRECTIONS CONCERNING BOOKS.—*Never* lean upon books in bookstores or libraries. Cover borrowed books. *Never* loan borrowed books, papers or magazines, nor leave them within the reach of small children. Promptly return borrowed books and magazines. Cut leaves with a paper cutter, but never with a sharp knife or a dull finger.

Pupils of Grammar and High Schools should be made familiar with some such rules, and libraries would gain much if their patrons and readers would commit to memory the points contained in the directions herewith given.

AMERICAN BANDS OF MERCY.

BY GEO. T. ANGELL.*

THERE were in the United States and Canada, formed and forming, on October 11, 1883, five hundred and eighteen branches of the "American Band of Mercy," with nearly sixty thousand members. They are in universities, colleges, theological seminaries, Sunday-schools of all denominations, Protestant and Roman Catholic, public schools, high, grammar, and primary, private schools, and outside of all schools. The "Parent Band" was founded as recently as July 28, 1882, in the office of the Massachusetts Society for the Prevention of Cruelty to Animals, 96 Tremont St., Boston, by the writer and Rev. Thomas Timmins, of Portsmouth, England, who had been connected with an English "Band of Mercy." Among the earliest members were the Hon. John De Long, then Governor of Massachusetts, the mayor of Boston, the chief justice of our Commonwealth and other judges, the Roman Catholic Archbishop of Boston, who caused one to be established in his cathedral, and gave us permission to establish them in all the Sunday and parochial schools of his diocese; the leading editors of our religious and educational papers, and some three hundred clergymen of all denominations.

They now extend from Quebec, Canada, south to Alabama, and west to Southern California, and Puget's Sound on the North Pacific coast. Their pledge is simply this:—"*I will try to be kind to all harmless living creatures (both human and dumb), and try to protect them from cruel usage.*" Their badge is a five-pointed star, gold imitation, silver plated, or on ribbon. The mottoes on this are "Glory to God," "Peace on Earth," "Good Will to All."

Their members are expected to *try* on all occasions to protect every harmless living creature, both human and dumb, from cruelty; whenever there is a chance to say a brave, kind word that ought to be said, to say it; whenever there is a chance to do a brave, kind act that ought to be done, to do it, whether it be for a human being or dumb beast. It is both an Order of Mercy and an Order of Chivalry. Only two officers are needed, a president and secretary, who had better be a lady, though others are sometimes added. It has only such regulations as each "Band" may choose to adopt. It requires only the pledge, and therefore costs nothing; though it has already sent out between twenty and thirty thousand of its beautiful badges, which in metal cost eight cents, and on ribbon four, and from thirty to forty thousand of its beautiful colored cards of membership, to be hung in homes, and which cost two cents each. It has also very handsome membership books, for signatures of members, which it furnishes each Band at six cents each. It sends without charge to all who ask, full instructions for forming a Band, so that any intelligent boy or girl can form one without other assistance. It sends also without charge, to each "Band" formed, full instructions what to do at meetings; "ten lessons on kindness to animals," which have already gone to over twenty thousand public school teachers, and are being now adopted in Sunday-schools; and to each "Band" of over forty members, it sends each month one copy of the Massachusetts Society's monthly publication, "Our Dumb Animals," full of stories, poems, anecdotes, and instruction. All these are sent without cost, by the "Massachusetts Society for Prevention of Cruelty to Animals," by simply addressing its President, Geo. T. Angell, 96 Tremont St., Boston. Also, through the generosity of Samuel E. Sawyer, Esq., Vice-President of the "Parent Band," who contributed six hundred dollars for that purpose, a history of the work, by Mr. Timmins, Secretary of the "Band," containing a large number of humane pictures, and some eighty pages of humane selections and writings, is sent to each band without charge.

The "Parent Band" does not say what creatures are harmless, or what is cruelty. It simply asks each member to *try* to do what his or her own conscience teaches to be right, and not to do what his or her own conscience teaches to be wrong. It differs from the English "Bands of Mercy" in this, that the English pledge relates only to animals. The American includes human beings. The English Bands have a different badge, designed by order of the Queen, and bearing the royal arms. The English pledge is an absolute one, not containing the words "*try*" or "*harmless.*"

I have said that we send to each Band an order of exercises for meetings, but will add that it includes interesting stories, songs, hymns, poems, pictures, and thoughts, and all things that have been seen, heard or done, that will teach mercy and a noble chivalry towards the weak; and so protect, not only the birds of the air, the beasts of the field,

* President of the "Parent Band," President of the Massachusetts Society for the Prevention of Cruelty to Animals, and Director of the American Social Science Association.

and "the cattle on a thousand hills," but also every poor widow in her garret, every orphan child or child of drunken parents, every insane or feeble-minded person in our hospitals or elsewhere.

The meetings may occupy an hour or ten minutes, once a month or once a week, or more often, as the case may be. They may constitute a part of school or Sunday-school exercises, or not, as each Band can arrange.

Their mission is to educate the children of America, and their parents, rich and poor, those who attend churches and have Christian homes, and those who never attend churches and have no homes, in thoughts and habits of kindness and mercy, both to their own and the lower races; to substitute in coming conflicts, ballots for bullets, arbitration for dynamite; to promote, in the language of the mottoes on their badge, "Glory to God," "Peace on Earth," and "Good Will to All."

I intend to give my time and money, as far as I am able, to this work during the remainder of my life, and all persons wishing further information, are invited to address, freely, "Geo. T. Angell, 96 Tremont Street, Boston, Mass."

HOW TO TALK.

BY GEORGE H. MARTIN.

TALK *to a point.* Some people's words go out from them like divergent rays from a luminous point. They begin to scatter at the start, and continually spread out until no two touch the same idea. Words should all *con*verge. Talk should be like a burning-glass which brings rays to a focus, and makes a single point shine and burn.

Talk straight forward. Doubtless you have heard people whose talk reminded you of a dog who had lost his master, and was trying to follow the scent. He trots along a rod or two, then runs into a door-yard, comes out and goes back over his track, jumps over a wall, then back, pushes through a hedge—finally sees the object of search, and goes for it at a breakneck pace, and when he reaches it, tumbles over from his momentum, then in a minute or two goes through the whole process again.

Talk easily. There are talkers who remind one of a man trying to lift himself over a wall by his bootstraps. He pulls and jerks, and works himself into a great heat, distresses himself and the bystanders, but never gets over the wall. Talk as water runs down hill. Don't pump your words, and then throw them out in spurts.

Talk grammatically. Have reverence enough for the memory of Lindley Murray and Goold Brown not to disturb their shades in the quiet retreats of Elysium. Don't say, "The dog, he barked," nor "Us don't belong to she; her's nothing to do with we." Keep your singulars and plurals apart. If you mean *radius*, don't say *radii*, any more than you would say, "I saw a geese."

Talk accurately. One Mrs. Partington in the world is enough at a time. The woman who 'drove a white horse with a sun-bonnet on,' and the man who 'built a school-house to accommodate two hundred scholars three stories high,' are closely related to the lady who 'had a *nick* built in her house to put a *statute* in.' But the family ought to become extinct with the present generation. If you do not know how to talk accurately, grammatically, easily, and straight on to a point, then *learn;* for this ability is indispensable to a successful teacher. That you do not know may not be your fault, but it will be your fault if you remain in ignorance. The carpenter learns to plane by planing; a man can only learn to talk by talking. But the carpenter must have a board and a plane; the talker must have thoughts and words. We get thoughts by thinking; words by reading and hearing.

If you would be a good talker, read widely. Reading affords help in three ways: it gives us the thoughts of others; it stimulates us to think for ourselves; it extends our vocabulary. Read in all departments—history, biography, travel, science, philosophy, fiction, essays and poetry; and read many authors. Let literature be to you like the views you get from a hill-top when, after long climbing, you look out over forests and fields, villages and farm-houses, and over all the blue sky, with its fleecy clouds reflected in the lake nestled among the hills.

Memorizing and repeating choice extracts from prose and poetry is helpful. The best words and the best forms of expression, after a time, become your own.

Translating from a foreign language into English forces us to search for new words, to study synonyms, to test constructions, and so increases our ability to express our own thoughts readily and accurately. Similar to this is the benefit derived from rendering into our own language English ballads, prose tales, and historical narratives.

You will be helped to talk well by observ-

ing closely everything—natural objects, natural scenery, objects of art, human nature, the course of events. These furnish ideas and awaken thoughts.

Another aid to successful learning to talk is to write freely. This fixes one's vocabulary. It gives him a mirror, in which he may see himself before he goes into company. Bacon says, "Reading maketh a full man; *writing*, an *exact* man." He adds, "*Conference*,"—that is, *talking*—"maketh a *ready* man." If you would learn to talk you must talk as you have opportunity, socially and publicly. But talk fittingly—not jocosely at a funeral, nor solemnly at the dinner-table—never frivolously. Talk about what you have read, and thought, and seen while it is fresh. This will fix it in your mind, and prevent its being pushed back out of sight and forgotten.

To recapitulate. Talk to a point—straight on, easily, grammatically, accurately. To do this, read widely, observe closely, write freely—talk, *talk*, TALK.

N. E. Journal of Education.

GOOD BOOKS FOR A BOY.

THE following question, says the editor of the New York *Sun*, is put to us by a correspondent in Pennsylvania:

"I would like to make my son a present of a book—a book the reading of which would help to form his character and make a man of him. What book would you recommend? How would Lord Chesterfield's 'Letters to His Son' do?"

We infer from the note of the father that the boy is along in his teens, that he is a bright lad, and that his parent wishes him to become what is called a man of the world. All this the father's suggestion of Lord Chesterfield's letters as possibly the best book to meet the case, seem to justify us in assuming.

We will at once say that hardly a worse book, certainly for an American lad, could be selected than Lord Chesterfield's letters to his son. Its moral standards are low, its view of life is cynical, and it tends to cultivate the merely external and artificial, rather than to develop the best intrinsic qualities of a young man. Besides, it deals with a social atmosphere very different from that which ought to prevail in a republic. No, those letters are bad reading for the Pennsylvania lad.

Better letters of the worldly-wise and semi-cynical sort are "Mr. Brown's Letters to his Nephew," by Thackeray. They may be found in the "Sketches and Travels in London" of that consummate literary artist. A boy, too, would read them with pleasure. They are interesting, and it is useless to give a lad a book for any such purpose as that of our correspondent unless it will hold his attention. The book will scarcely do him any good if he takes it as a dose, and finds its pages dull and its perusal repulsive. But about, "Mr. Brown's Letters" there is something so easy, so frank, so spontaneous, and so amusing, that a boy might find it very agreeable, and he would be able to see its wisdom. At any rate, the sentiments he had read would remain in his memory. And yet that book, as a whole, is not adapted to all boys. It would touch rather those whose intercourse is with polished society, and is likely to continue to be there, than those who must rough it through life. But there is much that is valuable for boys of every degree and condition in what Thackeray says concerning many things—the beautiful influence on character of association with good and refined women, for instance.

An even better book for a boy is Thackeray's "Pendennis." That is pretty sure to interest him, unless his taste in fiction has been altogether corrupted by the reading of vile and trashy novels and "juveniles." In the first place he gets in Thackeray a delightfully pure and very charming literary style. This reading is of itself a good education in English. And another glorious book serves the same purpose. We mean Oliver Goldsmith's "Vicar of Wakefield." You cannot go wrong in giving that to a boy. It is sweet like new-mown hay. In "Pendennis," too, along with a gentle cynicism and a keen knowledge of the world, there is a celebration of the best, the tenderest, and the most sterling qualities of manhood, which makes it an admirable book for a lad, whose moral standards ought to be kept high, and who should have set before him the noblest and the most elevated ideals. A boy who reads "Pendennis," not merely as a task, but as a delight, and who does not hurry over it as over a dime novel, but studies it and thinks over it, will always keep the memory of the book vivid. He will never forget its tone, and, alas! he may look in vain for a literary style so deliciously pure in the current literature he reads during all his life thereafter, no matter how long it may be.

If the boy is disposed to more serious reading, Carlyle's "Sartor Resartus" will be good for him. It will give intellectual stimulus, and inspire him with lofty purpo-

ses. That is strong and healthy literary food for young and old. Another very excellent book for a boy, in a different field, is Gilbert White's "Natural History of Selborne." It teaches habits of observation, and is imbued with a sound and beautiful philosophy. Some boys would find White's "Selborne" fascinating reading, and it would be reading by which most boys would surely profit. It is, indeed, one of the very best and most instructive books to give a boy.

If the lad is of a practical bent, Smiles' "Self-Help" might do for him. That would help to stimulate him to effort. If he likes poetry, give him Scott's poems. They are much better for a lad than the subjective, metaphysical, not to say epileptic poetry, which is now so much in vogue. Take pains to direct his attention to models of simple, direct, lucid, sinewy, and healthy writing; and do not forget that a boy of good parts will often stand a much more solid sort of literature than people usually imagine.

GERMAN INFLUENCE.*

ADDRESS AT THE LATE GERMANTOWN, PA., BI-CENTENNIAL.

THE Teutonic races since the overthrow of the power of ancient Rome, which they brought about, have been in the van of thought and achievement. The only rivals of the German and Dutchman, in those things which mark broadly the pathway of human advancement, came from the same household. In the sixth century a tribe of Germans found their way across the North Sea to an island which in time they made their own, and to which they gave the name of Angle-land. Like all of their stock, the men of this colony grew in substance and developed in intelligence; but they have ever since, in times of trial and difficulty, looked back to the Fatherland for guidance and support. In 1471 a man named Caxton was in Cologne learning the art of printing. He returned to England to impart to his countrymen a knowledge of the new discovery, and the literature of Chaucer, Shakespeare, Scott and Dickens, became a possibility. The impulses which Martin Luther gave to human thought, when he nailed his propositions to the church door at Wittenberg, beat along the shores of the Atlantic, and the revolution of 1688, bringing with it the liberty of Englishmen, was one of the results. For the attainment of that liberty England drove her own royal line beyond the seas and made the Stadtholder of Holland her king. From his day down to the present time, every King of England has been a German.

Early in the seventeenth century an English admiral went to Rotterdam for a wife. According to Pepys, who described her later, she was "a well-looked, fat, short old Dutch woman, but one that hath been heretofore pretty handsome, and, I believe, hath more wit than her husband." The son of this woman was the Quaker William Penn. He who would know the causes for the settlement of Pennsylvania,—the purest, and in that it gave best promise of what the future was to unfold, the most fateful of the American colonies,—must go to the Reformation to seek them. The time has come when men look back through William Penn and George Fox to their masters, Menno Simon, the reformer of the Netherlands, Casper Schwenckfelt, the nobleman of Silesia, and Jacob Boehm, the inspired shoemaker of Gorrlitz. In that great upheaval of the sixteenth century there were leaders who refused to stop where Luther, Calvin and Zwinglius took a successful stand. The strong, controlling thought which underlay their teachings was that there should be no exercise of force in religion. The baptism of an infant was a compulsory method of bringing it into the church, and they rejected the doctrine. An oath was a means of compelling the conscience, and they refused to swear. Warfare was a violent interference with the rights of others, and they would take part in no wars, even for the purposes of self-protection. More than all in its political significance and effect, with keen insight and clear view, hoping for themselves what the centuries since have given to us, they for the first time taught that the injunctions of Christ were one thing and the power of man another, that the might of the State should have nothing to do with the creed of the church, and that every man in matters of faith should be left to his own convictions. Their doctrines, mingled as must be admitted with some delusions, spread like wildfire throughout Europe, and their followers could be found from the mountains of Switzerland to the dikes of Holland. They were the forlorn hope of the ages, and, coming into direct conflict with the interests of Church and

*Oration by Samuel W. Pennypacker, esq., of Philadelphia, at the Bi-Centennial celebration of the settlement of Germantown, October, 1883.

State, they were crushed by the concentrated power of both.

There is nothing in the history of Christendom like the suffering to which they were subjected, in respect to its extent and severity. The fumes from their burning bodies went up into the air from every city and village along the Rhine. The stories of their lives were told by their enemies, and the pages of history were freighted with the records of their alleged misdeeds. The name of Anabaptist, which was given them, was made a byword and reproach, and we shrink from it with a sense of only half-forgotten terror even to-day. The English representatives of this movement were the Quakers. Picart, after telling that some of the Anabaptists fled to England to spread their doctrines there, says: "The Quakers owe their rise to these Anabaptists." The doctrine of the inner light was an assertion that every man has within himself a test of truth upon which he may rely, and was in itself an attack upon the binding character of authority. The seed from the sowings of Menno, wafted across from the Rhine to the Thames, were planted on English soil by George Fox, and were brought by William Penn to Pennsylvania, where no man has ever been molested because of his religious convictions. Three times did William Penn, impelled by a sympathetic nearness of faith and methods, go over to Holland and Germany to hold friendly converse and discussion with these people, and it was very fitting that when he had established his province in the wilds of America he should urge and prevail with them to cross the ocean to him.

On this day, two hundred years ago, thirty-three of them, men, women and children, landed in Philadelphia. The settlement of Germantown has a higher import, then, than that thirteen families founded new homes, and that a new burgh, destined to fame though it was, was builded on the face of the earth. It has a wider significance even than that here was the beginning of that immense emigration of Germans who have since flocked to these shores. Those thirteen men, humble as they may have been individually, and unimportant as may have been the personal events of their lives, holding as they did opinions which were banned in Europe, and which only the fullness of time could justify, standing as they did on what was then the outer picket line of civilization, best represented the meaning of the colonization of Pennsylvania and the principles which lie at the foundation of her institutions. Better far than the Pilgrims who landed at Plymouth, better even than the Quakers who established a city of brotherly love, they stood for that spirit of universal toleration which found no abiding place save in America. Their feet were planted directly upon that path which leads from the darkness of the Middle Ages down to the light of the nineteenth century, from the oppressions of the past to the freedom of the present.

Bullinger, the great reviler of the Anabaptists, in detailing their many heresies in 1560, says they taught that "the government shall and may not assume control of questions of religion or faith." No such attack upon the established order of things had ever been made before, and the potentates were wild in their wrath. Menno went from place to place with a reward upon his head, men were put to death for giving him shelter, and 229 of his followers were burned and beheaded in one city alone. But 200 years after Bullinger wrote there was put into the constitution of Pennsylvania, in almost identical language, "No human authority can, in any case whatever, control or interfere with the right of conscience." The fruitage is here, but the planting and watering were along the Rhine, and to-day the Mennonites and their descendants are to be found from the Delaware river to the Columbia. The Schwenckfelters, hunted out of Europe in 1734, still meet upon the Skippack on the 24th of every September, to give thanks unto the Lord for their deliverance. This is the tale which Lensen, Kunders, Lucken, Tyson, Opdengraeff and the rest, as they sat down to weave their cloth and tend their vines in the woods of Germantown, had to tell to the world. A great poet has sung their story, and you Germans will do well to keep the memory of it green for all time to come.

It cannot be gainsaid that the influence upon American life and institutions of that German emigration which began with thirty-three persons in 1683, and had swollen in 1882 to 250,630, has fulfilled the promise given by its auspicious commencement. The Quakers maintained control of their province down to the time of the Revolution, and they were enabled to do it by the support of the Germans. The dread with which the Germans inspired the politicians of the colonial days was excessive, and the efforts to win or break them were constant. In 1727 James Logan wrote to the proprietary: "You will soon have a German colony here, and, perhaps, such an one as

Britain once received from Saxony in y° fifth century." Said Thomas Graeme to Thomas Penn in a letter in 1750, "The Dutch, by their numbers and industry, will soon become masters of the province." Many were the devices to weaken them. It was proposed to establish schools among them where only English should be taught, to invalidate all German deeds, to suppress all German printing presses and the importation of German books, and to offer rewards for intermarriages. Samuel Purviance wrote to Colonel James Burd in 1765 that the way to do was "to let it be spread abroad through the country that your party intend to come well-armed to the election, and * * and that you will thrash the sheriff, every inspector, Quaker and Mennonist to a jelly." But as a disappointed manager wrote from Kingsessing the same year: "All in vain was our labor. * * Our party at the last election have loosed all." The speaker of the first Federal House of Representatives was a German, and with Simon Snyder, in 1808, began the regime of the eight German governors of Pennsylvania. To represent her military renown during the Revolutionary War, Pennsylvania has put the statue of Muhlenberg in the Capitol at Washington.

The terrific and bloody struggle with slavery in this country, which ended at Appomattox in 1865, began at Germantown so long ago as 1688. The Murat of the Rebellion, he who afterwards so sadly lost his life among the savages of the west, had traced his lineage to the Mennonite, Paul Custer, of Germantown; and if the records were accessible it could, it may be, be carried still further back to that Peter Kuster who was beheaded at Saardam in 1535. Another of the descendants of those earliest emigrants, the youngest general of the war, planted his victorious flag upon the ramparts of Fort Fisher. The Schwenckfelter forefathers of Hartranft, major-general, governor, and once urged by this State for the presidency, lie buried along the Perkiomen. He who reads the annals of the war will find among those who did the most effective work the names of Albright, Beaver, Dahlgren, Heintzelman, Hoffman, Rosecrans, Steinwehr, Schurz, Sigel, Weitzel and Wistar.

The liberties of the press in America were established in the trial of John Peter Zenger. Man never knew the distance of the sun and the stars until David Rittenhouse, of Germantown, made his observations in 1769. The oldest publishing house now existing on this continent was started by Sauer, in Germantown, in 1738. [It is represented to-day by the publishing house of Sower, Potts & Co., so widely known in Pennsylvania, the head of the firm being a lineal descendant of the founder of the house.] The first paper mill was built by Rittinghuysen upon the Wissahickon creek, in 1690. The German Bible ante-dates the English Bible in America by nearly forty years, and the greatest book published in the colonies came from the Ephrata press in 1749.

From Pastorius, the enthusiast, of highest culture and gentlest blood, down to Seidensticker, who made him known to us, the Germans have been conspicuous for learning. To the labors of the Moravian missionaries, Zeisberger and Heckewelder, we largely owe what knowledge we possess of Indian history and philology. A descendant of Thones Kunders in the fifth generation established the first line of ocean steamers between America and England, and afterwards sat in the House of Lords.

If you would see the work of the American Germans of to-day, look about you. Is there a scientist of more extended reputation than Leidy? Is there a more eminent surgeon than Gross? Who designed your Centennial buildings, and in whose hands did you trust the moneys to pay for them? The president of your university, the most enterprising of American merchants, and the Chief Justice of your State, are alike of German descent. The great bridge just completed after years of labor and immense expenditure, which ties Brooklyn to New York, was built by a German. The financier of the nation during the Rebellion undertook to construct a railroad from the greatest of the inland seas to the widest of the oceans. He fell beneath the weight of the task. A German completed it.

But the time allotted to me does not permit me to more than suggest a few points in the broad outlines of German achievement. The hammer of Thor, which at the dawn of history smote upon the Himalayas, now resounds from the Alleghanies to the Cascades. The Germanic tide, which then began to pour into Europe, has now reached the Pacific. In its great march, covering twenty centuries of time, it has met with no obstacle which it has not overcome, it has been opposed by no force which it has not overthrown, and it has entered no field which it has not made more fruitful. America will have no different story to tell. The future cannot belie the past. Manners and institutions change, the rock crumbles into

dust, the shore disappears into the sea, but there is nothing more permanent than the characteristics of a race. Already the rigidity and angularity which Puritanism has impressed upon this country have begun to disappear; already we feel the results of a broader scope, a sterner purpose, and of more persistent labor. And in the years yet to be America will have greater gifts to offer unto the generations of men, will be better able to attain that destiny which, in the providence of God, she is to fulfill, because she has taken unto herself the outpourings of that people which neither the legions of Cæsar, nor papal power, nor the genius of a Bonaparte, were able to subdue.

SCHOOL COMPOSITIONS.

FEW tasks in school life are more appalling to boys and girls than the weekly "composition" which they are required to hand to their teachers. As a rule, even advanced scholars would rather grapple with a dozen pages of Livy or Legendre than with that one poor blank sheet, which they must cover with their own facts and fancies.

A well-known American editor lately visited the school which he had left as a boy thirty years before. "It was 'composition day,'" he writes, "and as one essay after another was read, I could hardly persuade myself that a day had passed, and that these were not my own classmates. The boys read the same stilted periods on 'The Fall of Rome,' 'The Triumphs of Genius,' 'Liberty,' and 'The Future of America;' and the girls overflowed with precisely the same sentiments about violets, and fairy dells, and crimson sunsets, and the lost Pleiad."

"Now," whispered the old dominie to the editor, "you shall hear the clever boy of the school. I anticipate a great career for this lad." The composition was on the Indian Problem, or Free Trade, or some other profound subject, on which it was impossible that a boy of thirteen or fourteen could have a theory or argument to advance, except those which he had heard from others. These were produced with a flood of high-sounding, irrelevant words. "The career," said the editor, "I would prophesy for such a boy would be that of an imitator, who will make his trade on the brain-capital of other men."

After this boy, a quiet, round-faced lad stepped on the platform and read a description of chickens. The lad had a poultry-yard of his own, and gave his observations on the habits, food, and marketable value of the breeds he knew. The little paper was full of useful facts, and showed a keen capacity for observation, and a dry humor. "'There is the lad who has the stuff in him to make a man of weight,'" I said to the dominie.

Boys and girls should remember that while studying their text-books they are only the recipients of the thoughts of others, but in the school composition they should become producers of ideas. Let them, therefore, carefully avoid reproducing second-hand opinions or facts, and give an account of the simple realities of their every-day life and their own thoughts upon them. The poorest essay of this kind will call into action the original power of their brains as no other mental effort can do. *Youth's Companion.*

ADVICE TO YOUTH.

FROM an address made recently by M. Renan, the accomplished scholar, and an old man wise and good, to the pupils of the Lycée Louis-le-Grand in Paris, we take the following eloquent paragraphs upon the value of life, which are characterized by a cheery wisdom and sunny hopefulness that suggest the pleasant warmth of bright October days in the failing autumn season:

"Consider the life before you as a matter serious and full of responsibilities. But is that a reason to regard you as less favored by fate than your predecessors? Quite the contrary, young people! Never say, as did those malcontents of whom the prophet speaks, 'Our fathers have eaten sour grapes, and their children's teeth are set on edge.' Your lot is fair, and I see a thousand reasons to envy it; not merely because you are young, and because youth is the entry upon an excellent thing, namely, existence, but you will see what we shall never see; you will know what we seek for restlessly; you will possess the solution of many political problems about which we hesitate, because the facts have not yet pronounced themselves with sufficient clearness.

"Your years forbid you to be cautious. Nobody is fearful about life when he is beginning it. A kind of blindness, skilfully arranged by Nature, presents existence to you as a tempting booty which you burn to seize upon. Wiser men than you will warn you against the illusion which underlies your youthful ardor. They will tell you of disappointments; they will say that existence does not keep its promises, and that if people only knew what it was they took in

hand, they would not have the hopeful courage of your age. But I declare to you that is not my sentiment. I have traversed this life, which opens before you like an unknown and limitless land. I expect to encounter nothing much more in it of the novel; its termination, which seems to you indefinitely far off, is very near to me. Well, with my hand on my heart, I say that I have found this life, which it is the fashion to calumniate, good, and well worthy the appetite which youth shows for it.

"The one real illusion of which you are guilty about it is—to believe it long. No, it is short, very short; but even thus I assure you it is well to have existed, and the first duty of man toward that Infinitude from which he emerges is to be *grateful*. The generous rashness which makes you enter, without a shadow of hesitation upon a career, at the close of which so many enlightened folks aver they have found nothing save disgust, is really very philosophic after its kind. Forward, therefore, with good hearts! Suppress nothing of your ardor. That flame which burns within you is the same spirit which, providentially spread throughout the bosom of humanity, is the principle of its motive force. Forward, forward! say I. Lose not your love and passion for living. Speak no evil of the boundless bountifulness from which your being emerges, and in the special order of individual fortunes bless the happy lot which has bestowed on you a generous country, devoted teachers, kind relatives, and conditions of development in which you have no longer to strive against the old barbarisms.

"That joyous intoxication, then, which springs from the new wine of life, and which renders you deaf to the weak complaints of the feeble-hearted, is legitimate. Do not be ashamed to abandon yourselves to its influences! You will find existence full of sweet savor, if you do not expect from it what it cannot give. When people complain of life, it is almost always because they have asked impossible things from it. Upon this subject believe wholly the teaching of the wisest,—there is but one foundation for a happy life; the pursuit, namely, of the good and the true. You will be well pleased with existence if you make fair use of it, and, if you abide, well pleased with yourselves. A noble sentence is that which says: 'Seek ye first the kingdom of Heaven, and all the rest shall be added unto you.'

"On a similar occasion to this of to-day, but forty-three years ago, the illustrious M. Jouffrey addressed the following stern words to the pupils of the Lycée Charlemagne: 'Our duty, to whom experience has unveiled the ultimate truths about the things of this world, is to announce it to you. The mountain's top of life hides from you its farthest slope; of its two sides you see but one, that which you are ascending; it is bright, beautiful, fragrant as spring-time. You are not able, as we are, to contemplate the other fall, with its melancholy aspect, its pale sunlight, and the icy river flowing at the bottom.' Well, my lads, I say, No! to all that. It is too mournful! The sunlight is never pale, though it is often veiled. Because a man grows old, has he the right to say that flowers have grown less lovely, and the springtide less radiant? Are we, forsooth, to grumble because we cannot live forever on earth? What rubbish is this, just Heaven! Amidst all the flowers (and how sweet and fair that flower-world is!) only one seems to me without any charm. It is the sickly, dry, stiff, withered, disagreeably glittering thing which gardeners wrongly call "the immortelle." I do not call it a flower. I prefer the bright and sweet rose, though it has the defect of fading away all too soon.

"You will behold the twentieth century, my young scholars. Ah! I confess I envy you that other privilege,—you will see the unforeseen! You will hear what posterity says of us; you will know what there was of solid and what of frail in our dreams. Be kind to us who preceded you. This poor old nineteenth century, which will be so well abused, had good people in it, faithful souls, warm hearts, and heroes of duty. Generations, as they follow each other, are ofttimes unjust to each other. You are the nursery-garden of the talent of the future. I fancy I descry amid you the very critic who, about the year 1910 or 1920 A. D., will sit in judgment on this age. I imagine I read his indictment (permit me to indulge my idea): 'What a sign of the times! what a complete reversal of all proper notions of things, to choose in 1883 for our president at the distribution of prizes a man, harmless enough, but the very last who should have been selected,' etc. 'He gave some good advice: but what feebleness, what lack of indignation against his times!' Thus, doubtless, will write the conscientious critic of the twentieth century, and perhaps he will not be far wrong; but do not let him forget to add how glad I was to be amongst you, how your marks of sympathy went to my heart, and how the touch of your youth revived and rejoiced me."

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, NOVEMBER, 1883.

E. E. HIGBEE. - - - - J. P. McCASKEY.

THE public school is the leading factor in our American civilization. It takes complexion and character not so much from the community by which it is surrounded, or the authorities by which it is controlled, as from the teacher who rules within its walls. What he is, that, often in no small measure, will his pupils become. It is of the utmost importance, therefore, that he should be worthy of his high trust; and advantage should be taken to the utmost of any and all agencies that give promise of increasing his fitness, intellectual, moral and physical, for the work to which he is called. Hence the necessity on the part of the State of fostering, with earnest solicitude every such enterprise as a well-conducted Normal School.

Here young men and young women should come into contact with such high souls as breathe the air of the mountains—well-nigh the Delectable Mountains—such broad and generous culture of heart and mind that in its atmosphere self-conceit with all its pettiness shall perish, and that humility take its place which alone characterizes either genuine goodness or true greatness. The men or women at the head of these Normal Schools should be the elect of the profession, in all its best and highest range; those in charge of the various departments of these institutions, experts who have familiar acquaintance with their special fields of instruction, and such enjoyment of the work doing and to be done as shall beget contagion of enthusiasm in the minds and hearts of their pupils.

This is a lofty ideal, it is true; but such teachers *are* born into the world, and their services should be had, of all places on earth, at these centres of potent influence, cost what it may to secure them. Economy here is dire unwisdom. When it puts or retains weakness where strength should have rule, it is no less reckless extravagance than the betrayal of high trust; and the number of those, both pupils and teachers, here and elsewhere, who suffer from such trust betrayed is legion.

Our ten Normal Schools in Pennsylvania have been doing a noble work, but hardly a tithe of that which they are capable of doing. Let all interested look to them with jealous care, for in them, to a degree far greater than is now realized, lies the hope of the future of our educational system.

IT would be an interesting paper that should present a fair average showing of the "Contents of Teachers' Minds," prepared after equal care in investigation, and equally methodical in the statement of results—the twenty thousand teachers in the public schools of Pennsylvania being the subjects whose mental furnishing should be tested, described, and set down accurately in the percentage columns. Such a showing would create a sensation both within and beyond the profession. Then the contents of the average mind upon leaving school might be estimated; after that the contents of the average voter's mind, which would have revelations of importance for the publicist and the student of moral and political science!

CONTENTS OF CHILDREN'S MINDS.

IN this number of *The Journal* the reader will find an article contributed to the *Princeton Review*, by G. Stanley Hall, Professor of Pedagogy at Harvard College. We bespeak for it the careful perusal of superintendents and teachers. It is not only interesting in itself, but also timely, as it indicates a new line of investigation that may furnish information fundamentally necessary to further progress in the science and art of teaching. Like nearly all recent advances in the science of pedagogy, this movement received its first impulse in Germany, and its waves have but just reached New England. Contrary to the terrific oracle to Edipus,

> May'st thou ne'er know the truth of what thou art,

the effort is now being made to ascertain what children are, their sum of knowledge, their mental acquisitions, and the degree of their intellectual development when they enter school—which in Massachusetts is at the age of five years, in Pennsylvania at six years.

No one will suppose that these investigations were made, recorded and published, to satisfy mere curiosity. On the contrary, some accurate knowledge of the "contents"

of the average child-mind is a necessary condition of all successful teaching—all teaching that supplies the kind of knowledge and discipline which the child's mental constitution is prepared to receive and assimilate. And in no other way can this be obtained than through careful and intelligent study of the minds of the children themselves. Much has been said at teachers' meetings, and written in pedagogical treatises, of the importance of studying the pupil's nature and disposition; here a method is outlined which any good teacher may adapt to his individual surroundings, and follow with profit to himself and his school. Moreover, these investigations also throw light on the *progressive* development of the mental faculties; they reveal in some measure how the mind grows, through what successive changes it passes; and in this way also they may render assistance to the thoughtful instructor who desires to apply the principles of mental science in the art of teaching. It is, however, to superintendents, and all persons whose duty it is to prepare courses of study and to direct educational work, that they are of especial value.

It is not, on any hand, contended that this "entrance examination" scheme is perfect. Far from it—it is but a first attempt, and as such invites friendly criticism. Nor is it meant that much reliance can be placed on the accuracy of the results obtained, for reasons abundantly set forth in the paper itself; but as a beginning, in an entirely new field, it challenges the attention of educators everywhere. Nor is it necessary that we should discuss the method and its results at great length, both because the paper is itself a running discussion, and more especially because the time for a more thorough and comprehensive discussion has not yet arrived; but it will do no harm to call attention to a few points which, as we read the article, seemed to invite attention in the way of editorial comment.

First among these is the statement that "those who grow up without knowing *the country* are defrauded of that without which childhood can never be complete or normal. On the whole, the material of the city is no doubt inferior in pedagogic value to country experience."

This, no doubt, in part explains why city children, with all their advantages of books, apparatus, buildings, generally superior teachers, and much longer school terms, are often so little in advance of their country cousins. The author has not failed to point out how all this is brought about; and yet, we venture to suggest that the most important element in the situation has not been mentioned. This we believe to be more intimate association, and more frequent communication, of the latter with their parents and older brothers and sisters. We cannot but regard it as an evil—necessary, it may be, but still an evil—that children in the city are usually so little with their parents, and that they miss the society of their older brothers and sisters so early and so continuously.

In the country all this is different. The family, old and young, are together. The parents have their children with them at their work, and usually spend the evenings in their midst. The massing of little children in kindergartens, infant and primary schools, however advantageous in so far as it places them under the care of persons skilled in the work of these grades, is not productive of the best mental growth, does not supply the best environment. While it affords society, it is too exclusively that of equals; and man's nature is such that he learns best from his superiors, large contact with whom is essential to his normal development. That this is becoming the more generally accepted opinion is clearly shown in the action recently taken by the managers of Children's Homes in Pennsylvania, who almost unanimously recommend that children be placed in families rather than retained in these charitable institutions, notwithstanding the fact that such an opinion might be construed by the unthinking multitude as an admission of their own inefficiency.

We are glad to note, also, as another feature of this investigation, that "the distinction between real and verbal knowledge has been carefully and constantly kept in mind." Disregard of this distinction seems the educational sin of the day. Even in this paper, we see it maintained that "the danger, however, is after all quite limited here." Our own experience, as well as our reading, convinces us that this knowing of names without a knowledge of the concepts which they should represent to the mind is the prolific root of error, as it is the fertile source of disagreement and ungenerous strife, no less in the realm of the intellect than of morals and religion.

In the same connection we are told that means of overcoming the difficulties, peculiar to children, that are presented in the phonic elements and vocal combinations, will soon be placed within reach of the teacher. No doubt the study of their wants and the preparation of what may be needed to re-

lieve them, will lead to still other revelations, not the least important of which will be minor points of difference existing between children of diverse communities and ancestry. The propriety of doing this work in many localities will then become manifest, though it may seem like bringing things down to fine lines, especially so to such as are not familiar with the science of language, or have never studied the origin of dialects, and are consequently not cognizant of the forces constantly at work to produce variation in the vernacular tongue.

"Stones in the knees" and "perhaps wood within the skin," show the great need of more knowledge here as a basis for comparison; but it is almost provoking to find this subject grouped with the idea of the world as a whole. The first notion of a hill as "a pile of sand" suggests a possible danger in the use of, or at least in the exclusive reliance upon apparatus, and demonstrates the great advantage that would result from the teacher's making excursions with little folks into the country, to the hills and the river, or, if the distance be not too great, to the lake side or the seashore, where the natural divisions of land and water could be shown as they really are. In this respect our country lags far behind France and Belgium, not to speak of Germany where pedestrian tours of pupils with their teachers very frequently occupy a part of the vacation.

Probably the most interesting inside view of the child mind is that afforded on the subject of religion. The erroneous notions entertained in this field are here compared to "milk-teeth;" but it may be well to bear in mind that when these are not shed at the right time the skilful dentist extracts them by force. Thus too these notions, however dear and, as Dr. Hall thinks, necessary to the child should not be allowed to remain too long, lest they become the fruitful soil from which may spring all kinds of rank superstition. After all, may there not be error in considering these fancies an essential characteristic of early childhood? Is not truth always to be preferred to fiction? Is it not the goal towards which the mind ever strives, and can it be more readily attained through error, be it ever so fascinating to, or so influential in its effect upon, the imagination of the child? May not the shadow of these errors eclipse, or in a measure at least bedim, the clear light of truth in the soul? These, with many thoughtful persons, are questions of grave importance. At all events, we feel like protesting here against the inculcation, by unthinking parents and ignorant nurses, of such degrading notions of God and things holy as are clearly manifested in these examinations.

Lest, however, we may be misunderstood, it is but proper to add that, personally, we have always been in love with nymphs and dryads, sprites and fairies. What vivid imagination, be it of youth or age, but finds delight also in the grand mythologic stories of the far-off days when Thor was mighty and when Jove was king! Nor have any pictures ever been so beautiful or so fascinating to our fancy, whether of childhood or manhood, as those visions of angel might and angelic loveliness of which glimpses are had here and there on the pages of the Old and New Testaments, and in the Apocrypha that stands between them. Fairies, demigods, and angels are to us—all of them—"a joy forever." Pictures they are that stand out fresh and clear in the light of glad memory; visions of loveliness that awaken thoughts of tenderness, or lift the soul to the heroic level, or to that higher plane yet of felt kinship with God and the angels. Teach the child of things like these—in part at least—in the early days when he "sees visions" and is "a dreamer of dreams;" for these are the glorious tales which the poet, the prophet, the sacred chronicler tell, men who are the true diviners.

There may be, no less in childhood than later on in life, too much of what some people are fond of regarding as "practical," what purely matter-of-fact individuals venerate as "truth." It is of this that Wordsworth, the poet of nature and of humanity, speaks in one of his finest sonnets, that on "Worldliness:"

The World is too much with us; late and soon,
  Getting and spending, we lay waste our powers;
  Little we see in nature that is ours;
We have given our hearts away, a sordid boon!

This sea that bares her bosom to the moon,
  The winds that will be howling at all hours
  And are up-gathered now like sleeping flowers,
For this, for everything, we are out of tune.

It moves us not.—Great God! I'd rather be
  A Pagan suckled in a creed outworn—
So might I, standing on this pleasant lea,
  Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
  Or hear old Triton blow his wreathéd horn.

We call attention to but one more subject mentioned in the paper, that of morals—a subject which at the present time justly claims a larger share of attention than ever before in the educational world. The character of the answers reported seems clearly to show that repression of wrong is far more

common in the bringing up of children than inculcation of that which is right; that they are more generally taught what they must not do, than what they should do. This justifies the inference that those by whom they are brought up act on the assumption that children know what is right or should be left to themselves to find it out, and that when they fail to do so and their failures become troublesome, then only should their superiors interfere and set them right by punishment or otherwise. All this is certainly wrong. Man is by nature an imitative being. He needs the force of good example to show him what he ought to do. The path of virtue in action should be kept always before him. He should early in life be made acquainted with the characters of the great and good, that he may strive to emulate them. Here, we think, not a few of our newspapers are greatly at fault. They are too much the record of wrong-doing, ranging from petty offences to crimes whose enormity is appalling, thus familiarizing youth with all manner of wickedness; while the schools almost wholly neglect the reading of biography and history, in which examples of the world's benefactors are presented for their encouragement. The noble lives here so frequently portrayed, now of heroic daring in a worthy cause, and again of self-sacrificing devotion to principle—names that stand out bold and clear in letters of gold upon the historic page—represent our best humanity in the concrete, and they should never be lost sight of, least of all in these latter days that boast so loudly of objective teaching!

In conclusion, we again urge all our readers carefully to study the "Contents of Children's Minds," convinced that, of papers on educational topics recently published, it is one of those most fruitful of thought. By way of assistance to those not familiar with philosophical terms, we would say that by "connotations" is meant that which is designated by a word, or the idea which a word represents; while "material in protocol" means only the most important material in first draft, without orderly arrangement or system; "alienist" is the term applied to one skilled in the examination of persons of unsound mind; "animistic" is soulful or given to reverie, a characteristic of those in whom the mind or soul largely predominates over the body; "apperceived" may be considered as equivalent to "had the idea of," or "understood to be," and "consensus" means agreement or harmony.

PLEA FOR HOME STUDY.

CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE.

THE work doing in many parts of the country by the Chautauqua Literary and Scientific Circle, and the influences going out from each class centre, as well as individual member of the circle actively or quietly at work upon the prescribed course, cannot well be reckoned. It is becoming a sort of national university to whose prescribed courses of reading and study select spirits are attracted, and from which they may graduate in due time, not indeed with the best results of the more severe training which the ordinary collegiate course insures, but with minds informed, tastes improved, judgment strengthened, mental horizon broadend, desire for knowledge quickened. The admirable feature of these courses is that they can be pursued *at home*, and in connection with almost any occupation or business. A Philadelphia member of the Circle writes as follows to the *Ledger:*

"Knowledge is power." This is a truth so universally admitted that it needs no argument to prove its claims, but in the minds of many the attainment of the highest culture is inseparably connected with wealth and leisure. Experience proves, however, that the true idea of education is a continual training, and that it is only when the whole nature is developed that man worthily fulfils the design of his Maker. Public and private schools, large and small libraries, the secular and religious press, the lives of the great and unrecorded deeds of humble life, all are so many forces which are building up character both in the individual and in the nation.

It would be impossible to enumerate all the materials of which the most ordinary life is composed, or trace the influence of the different homes, occupations, amusements and companions which have ministered to its best growth, or dwell on the degrading power of *evil*, that weakens the conscience, perverts the will, and enslaves the body and mind in chains of its own forging. If every one then is surrounded by teachers for good or evil, who stamp their likeness on his life, with what earnestness should every thoughtful being ask: *What is my education*, and what am I being trained for in the great school of life, and how can I be fitted to accomplish God's purpose in His grand Universe?

Thousands, among the varied residents of city and country, have an intense desire to reach out after something nobler and higher than the factory, store or farm, and are longing to read the secrets of the world about them, and to turn the pages of past history, and enter the world of letters.

THE CHAUTAUQUA MOVEMENT

was started in 1874, by Lewis Miller, Esq., of Akron, Ohio, and Rev. J. H. Vincent, D. D., of

Plainfield, New Jersey, its object being to put within the reach of all the means of acquiring, through "Home Study" and careful reading, some of the advantages of a college training; the wide range of literature it embraces in its course, the forming of habits of independent study, and the quickening of thought from contact with some of the greatest minds of the present and past, make it "one of the greatest educational forces of the age." More than forty thousand names are enrolled as its members, and when its purpose is thoroughly understood, many more will be eager to share its advantages. Every member joins for a four years' course, and on passing satisfactorily the annual examinations by writing answers to the questions required, aud completing the course of reading, a diploma is given by Dr. J. H. Vincent, the Superintendent of Instruction. A monthly paper, called *The Chautauquan*, contains more than half the required reading for the year, and furnishes the members reports of local circles, and many practical suggestions on the books and studies of the course, and by bringing all in contact with the great world of thinkers, stimulates them to greater intellectual attainments. The course of study includes historical, scientific and literary subjects. The cost of books is slight, many of them being published in paper form, and the reading being laid out for each month, enables those unable to purchase all the books for the year at once, to buy a book at a time, and yet keep up with the class. An average of forty minutes per day will enable all to complete the required reading, though many devote a much larger portion of time to these topics. An annual fee of fifty cents is required to cover expenses of postage, memoranda and circulars. Full particulars of studies pursued, and methods of reading, can be obtained by addressing Miss Kate F. Kimball, Plainfield, New Jersey (enclosing a two-cent stamp).

The Counsellors of the Chautauqua Literary and Scientific Circle, are Lyman Abbott, J. M. Gibson, Bishop H. W. Warren, and W. C. Wilkinson.

Having shown that the advantages of intellectual culture may be in the reach of all, even of those of limited time and means, it is hoped that many will avail themselves of this opportunity for their personal improvement.

LADIES' STUDY-AT-HOME SOCIETY.

The "Society to Encourage Studies at Home" has been in successful operation for ten years and is established as a permanent, self-supporting society, having an increasing library, numbering now 1400 volumes, a rented room, and two paid clerks to send out books and stationery, keep records, etc. To pay these expenses, three dollars per year is charged to the students. The instruction is all given freely by ladies who find pleasure in this labor of love.

The special advantage of this Society is that it meets the needs of each woman *individually*, without publicity or comparison with others—she may study ten minutes or three hours a day, as her other duties allow. This is one difference between its methods and those of the Chautauqua Circle, which provides a varied course of reading, requiring about 40 minutes daily and gives no individual instruction. The Home Study Society promotes thorough study of one or two branches, and teaches each student separately by monthly correspondence. It admits women only as members, and they must be over seventeen. Its membership for the last five years has been from 750 to 1000, and many who join continue as members year after year, taking up one study after another, and being provided with different teachers for the different branches. Address, "Society to Encourage Studies at Home," Miss Anna E. Ticknor, 9 Park street, Boston. Mass.

The Philadelphia *Press*, in commenting on the disposition towards gossiping shown by the people of half-educated families and communities, says:

Idleness is at the root of the matter here, not of the hands but of the mind. And that is one misfortune of much of woman's work. It is routine work, much of which, after "getting into the ruts," almost "goes of itself." It does not fully occupy her mind, perhaps not as fully as it ought for the benefit of the work itself, and for its speediest accomplishment. A woman with an active mind does not begin to find food to occupy it with the routine of her daily labor. Even if she have a large family, and the proper providing for it be enough to engage all her attention, her mind must refuse to take its sole food in the thoughts pertaining to that one subject. She must have more variety. Therefore, unless she take pains to provide something good to think of, that subtle power which abhors a vacuum will straightway pour in something else. It is here that the C. L. S. C. and Boston Studies-at-Home Society supply a needed element.

Women gossip about their neighbors' affairs because they do not think of higher matters. How to get them to think of higher matters is the problem, and, happily, it seems to be in process of solution through the educating influence of the local organizations for helping women to think, A book club, a reading club, an art club, a cooking club—wherever these flourish, petty gossip as to the number of yards in Mrs. A's new silk dress, the slatternliness of Mrs. B's servants, the impertinence of Mrs. C's children, disappears. It is the impulse of manly men everywhere to shield the women they love from all care and trouble. They supply, so far as they can, servants in all departments, so that work may be banished from the lives they would make happy. And here they make a great mistake. One of Mrs. Browning's most pregnant sayings is the well-known injunction, "Get work! Get work! Be sure that it is better than anything you work to get."

It is the mistaken kindness of husbands and fathers that so often leaves their widows and daughters helpless burdens upon society. If you take away one sort of work from your wife, see to it that she is supplied with another. Each woman has a bent in some direction, just as each man has. Let her find it out and develop

it. Above all things, let her read, not trash, but the best stories, the best of travel, history and biography. What are called "solid works" are written with such skill nowadays, and illustrated so copiously, that they are as fascinating as "Evelina" and "The Scottish Chiefs" used to be to our grandmothers. If you like the study of language, take up French or German or Italian, not in a dilettante, "kid-glove" way, but honestly, heartily, in dead earnest.

This subject "opens up" so largely that it is hard to leave it. Much might be said of the danger of loving study so well that attention enough will not be paid to the familiar and sometimes distasteful drudgery of every-day; also of the danger that we may underrate the proper amount of talking which should be done about "neighbors' affairs." We should surely know enough of them to be able to sympathize with them in joys and sorrows. And, most important of all, we should think much of that heart-culture, which is, after all, worth more than all the mind-culture in the world to do away with gossip and every other pestiferous thing that blots the lives of men and women.

PASTORIUS' BI-CENTENNIAL.

THE German is a mighty factor in the civilization of the past three hundred years. Lacking in dash, and that brilliancy of display which has so often proved but meteoric on the page of history, his intuitions of truth have been marvelous, and his staying qualities simply tremendous when once the forward step has been taken.

Two hundred years ago—October 6th, 1683—a colony of thirty-three German emigrants, the van of that vast host from the Fatherland which now numbers upwards of five million souls, or one-tenth of our population, landed at the village of Philadelphia, from the ship Concord, ten weeks out from London. Under the direction of their leader Pastorius, who had preceded them nearly a year to make arrangements for their settlement here, they occupied the fertile region where Germantown now stands, some eight miles from what was then Philadelphia. These settlers came by direct invitation of William Penn, and himself gave the name of German Township to their settlement.

As last year for a period of four days the two hundreth anniversary of the landing of William Penn and the founding of the City of Brotherly Love was made the occasion of such a demonstration as the world has seldom seen, so during three days in the early part of the past month the Bi-Centennial of the landing of the first German settlers was celebrated with imposing display. The work of William Penn and of Francis Daniel Pastorius deserves to be thus commemorated.

Elsewhere in this issue will be found the oration of Mr. Pennypacker, of which, and of the German race itself, one of our home exchanges, the Lancaster *New Era*, speaks as follows:

THE TEUTONIC RACE.

As the best presentation of the claims of the German element as an important factor in the settlement and development of the New World, we elsewhere print the oration of Samuel W. Pennypacker, esq., delivered at the recent bi-centennial of the settlement of Germantown. Mr. Pennypacker, though comparatively a young man and not of German nationality, has perhaps given more thought and research to this subject than any other person who has written upon it. His oration, as a piece of English composition, for conciseness of statement, logical arrangement, and force of deduction, will challenge criticism as a master-piece. We have nowhere seen so much fact and deduction drawn therefrom condensed in so limited a space.

Opening with the broad assertion that the Teutonic races, since the overthrow of the power of ancient Rome, which they brought about, have been in the van of thought and achievement, the first thought likely to strike the reader is that this is an unjust ignoring of our English mother, to whose literature and science we owe so much. But in the very next sentence Mr. Pennypacker justifies himself by quoting the historical fact that these only rivals to the Germans in the pathway of human advancement came from the same household. It was the Germans who in the sixth century found their way to the island they made their own and gave to it the name of Angle-land. It was Caxton who learned the art of printing at Cologne, and returning to England imparted a knowledge to his countrymen of the new discovery, and thus made the literature of Chaucer, Shakspeare, Scott and Dickens a possibility. The impulse which Martin Luther gave to human thought was felt in England, when in her struggle for constitutional liberty she drove her own royal line beyond the seas and made the Stadtholder of Holland her king. The justification of his opening claim the orator makes complete by quoting the fact that from his day to this every king of England has been a German.

Of Quaker descent and association, Mr. Pennypacker would be the last to glorify the German at the expense of the Quaker. But the mother of William Penn was a Dutchwoman, and we are told that he who would know the causes of the settlement of Pennsylvania—the purest in that it gave best promise of what the future was to unfold, the most fateful of the American colonies—must go to the Reformation to seek them; and that the time has come when men look back through William Penn and George Fox to their masters, Menno Simon, the reformer of the Netherlands, Casper Schwenkfeldt, the nobleman of Silesia, and Jacob Boehm, "the inspired shoemaker of Gorrlitz." In the great upheaval of the sixteenth century there were men who refused to stop where Luther and his contemporaries made a successful stand. The controlling

thought of their teachings was that there should be no exercise of force in religion, that the right of the State should have nothing to do with the creed of the Church, and that every man in matters of faith should be left to his own convictions.

Better far than the Pilgrims who landed at Plymouth, better even than the Quakers who established a city of brotherly love, the thirteen families who founded Germantown two hundred years ago represented the meaning of the colonization of Pennsylvania and the principles which lie at the foundation of her institutions, standing as they did for that spirit of universal toleration which then found no abiding place save in America. As a remarkable illustration of this, we are reminded that the struggle with slavery, which ended with its overthrow at Appomattox in 1865, began at Germantown in 1688.

The record of German influence in civil and military life began with the first speaker of the Federal House of Representatives, and with Simon Snyder, in 1808, began the regime of the eight German Governors of Pennsylvania. The statue of Muhlenberg represents her military renown during the revolution in the National Capital, and the annals of the civil war show that some of the most effective work was done by American Germans. In philology, Indian history, commerce, by ocean steam navigation, science, surgery, architecture, finance, they are equally conspicuous. And, in the words of Mr. Pennypacker's eloquent peroration, "in the years yet to be, America will have greater gifts to offer unto the generations of men, will be better able to attain that destiny which, in the providence of God, she is to fulfil, because she has taken unto herself the outpourings of that people which neither the legions of Cæsar, nor papal power, nor the genius of a Bonaparte, were able to subdue."

LAKE ERIE WATER SUPPLY.

SUGGESTION OF EX-STATE SUPT. H. C. HICKOK.

OUR genial old friend, Hon. Henry C. Hickok, of the United States Mint, makes a striking suggestion in one of the city dailies, which will be of general interest throughout the State, and which we put on record also for the next generation. When we consider the rapid growth of our metropolitan city, and the difficulty encountered in securing a satisfactory water supply—which must increase instead of being diminished—and consider too how that nearly all the leading towns and cities in the State could be supplied by connections with such an enormous pipe line, we can readily believe that the child is now born who will see the water of Lake Erie a necessity not only to Philadelphia, but to the centres of population in many other parts of Pennsylvania. Says Mr. Hickok:

The permanent water supply for the Philadelphia of the future must come, not from the Schuylkill, the Perkiomen, or the Delaware, but from Lake Erie. The writer has been of this impression for a number of years past, but the discussion of the free pipe bill brings it to mind afresh, and leads to this mention of the subject in print. If petroleum can thus be transported from the Allegheny Valley to the seaboard, by parity of reasoning, water can readily be carried by similar means, and with greater facility, from the great lakes to the Delaware. The tubular lines of transmission and the supply of water would all be within the territorial limits of our own State and under the supreme protection of our own constitution and laws, and security and permanency thus be assured.

The only serious obstacle would be the first cost of the plant required. But this will not be insurmountable. In the fullness of time, say a hundred years from now, when this continent will hold a population of not less than 400,000,000 souls—the augmented population and wealth of this great city will both create the necessity and be able to furnish the pecuniary means to provide for it, without unduly burthening the community or overtaxing the beneficiaries of the enterprise.

The time will come some day when denuded forests, summer droughts, and the multiplication of towns and manufacturing establishments far up its banks, and above the Water Gap, will make even the Delaware an uncertain and undesirable stream to draw upon. Almost anywhere on the lake shore east or west of the city of Erie, between Ohio and New York, the water could be drawn two or three miles out, as at Chicago, in absolutely inexhaustible quantities and of the crystal purity of Lake Superior—that far-off primal source of the great supply that can never fail or be perceptibly diminished.

If the minimum of dynamic economy must control, and we could secure and rely upon friendly legislation from the Empire State, the lines could be run direct to Niagara Falls, that would of themselves furnish both the supply and the automatic lifting power in perpetuity.

Water thus reaching us by gravity would constantly fill without effort the largest and highest distributing reservoirs that could be erected on the highest ground within the city limits, whether Roxborough, Germantown, Chestnut Hill, the heights of Belmont, or all of them together, and thus give us the most prodigal supply of uniformly pure water ever enjoyed by any city in the world.

Mr. Hickok will be remembered as the State Superintendent of Public Instruction who did noble work for the schools of Pennsylvania during the critical era of Governor Pollock's administration, the complete history of which has never been written. He is a man of enthusiastic temperament, rare foresight and practical judgment in affairs, and, if that were possible, a more earnest friend than ever of the common school system. We are always glad to hear from him.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISRURG, November, 1883.

THE annual sessions of the County Institutes have been held in some twenty or more counties. The following are yet to be held.

Lawrence	New Castle	Nov. 5.
Butler	Butler	Nov. 12.
Lackawanna	Scranton	Nov. 12.
Lancaster	Lancaster	Nov. 12.
Franklin	Chambersburg	Nov. 19.
Lebanon	Lebanon	Nov. 19.
Northampton	Easton	Nov. 19.
Pike	Milford	Nov. 20.
Carbon	Lehighton	Nov. 26.
Juniata	Mifflintown	Nov. 26.
Mifflin	Lewistown	Nov. 26.
Wayne	Honesdale	Nov. 26.
York	York	Nov. 26.
Adams	Gettysburg	Dec. 3.
Blair	Tyrone	Dec. 3.
Fulton	McConnellsburg	Dec. 10.
Clearfield	Clearfield	Dec. 17.
Bradford	Towanda	Dec. 17.
Bedford	Bedford	Dec. 17.
Dauphin	Harrisburg	Dec. 17.
Luzerne	Wilkes-Barre	Dec. 17.
Lycoming	Muncy	Dec. 17.
Perry	New Bloomfield	Dec. 17.
Schuylkill	Pottsville	Dec. 17.
Union	Lewisburg	Dec. 17.
Westmoreland	Greensburg	Dec. 17.
Wyoming	Tunkhannock	Dec. 17.
Clinton	Renovo	Dec. 18.
Armstrong	Kittanning	Dec. 24.
Fayette	Uniontown	Dec. 24.
Jefferson	Brookville	Dec. 24.
Somerset	Somerset	Dec. 24.
Snyder	Middleburg	Dec. 26.
Clarion	Clarion	Dec. 31.
Centre	Bellefonte	Dec. 31.
Columbia	Bloomsburg	Dec. 31.
Montour	Danville	Dec. 31.
Monroe	Stroudsburg	Jan. 7, '84.

PERMANENT CERTIFICATES.

NO.	NAME.	COUNTY.
3584	Mary G. Houston	Cumberland.
3585	J. T. Turbett	Juniata.
3586	H. S. Hutchins	Luzerne.
3587	Annie E. James	"
3588	Jennie H. Galbrath	Venango.
3589	N. P. Kinsley	"
3590	Hattie B. Sargent	"
3591	Alice Tisdale	"
3592	W. H. Balliet	Montour.
3593	N. O. Wilhelm	Venango.
3594	Kate Crecroft	Warren.
3595	F. M. Kendall	Venango.
3596	Clinton J. Laros	Northampton.
3597	Ellen E. Lerch	"
3598	Alice L. Vreeland	"
3599	Minta Cross	Venango.
3600	Hattie A. McConnell	Allegheny.
3601	Sarah Gerroud	Lackawanna.
3602	Lucy A. Joslin	"

All of the above were passed upon by the respective county committees before the recent act of assembly relative to Permanent Certificates went into effect. This new law was published in the August issue of *The Journal.*

ITEMS FROM REPORTS.

BUTLER.—Supt. Murtland: New school houses have been built in Allegheny, Buffalo, Muddy Creek, and Jackson districts. The one in Muddy Creek contains two rooms, and will be a graded school. The wages have been advanced from $30 to $34 per month, for the winter term, in Slippery Rock district. New furniture and apparatus have been placed in a number of the schools.

CAMBRIA.—Supt. Strayer: The public examinations were better attended this year than ever before, 172 directors and 550 patrons and citizens being present; 202 teachers received certificates, and 42 were rejected. In several districts better wages will be paid, whilst in others there is a reduction. Many teachers who had never taught are employed this year.

CHESTER.—Supt. Harvey: West Sadsbury has painted its school houses—the inside walls a drab, the ceilings a light blue—very pleasant colors for the eyes. North Coventry has just finished and occupied a new school house at Shengle's. This makes four excellent houses built by this district during the last four years. It will continue to build one house every year, until each school has a first-class building. It has four graded schools now open, and expects to open two more next year.

CLARION.—Supt. Anderson: A number of our borough schools were opened during the month of September. Select schools are in session at Callensburg, St. Petersburg, Reidsburg, Reid Institute, and Carrier Seminary. We began the visitation of schools during October. Our examinations were attended by 190 persons, only 25 of whom were directors. We had the pleasure of meeting ten clergymen at the same time.

CLEARFIELD.—Supt. McQuown: More care has been exercised than usual by school boards in the selection of teachers. The day of favoritism, we believe, is passing away. Captain Pratt, of the Carlisle Indian School, will be present at our Institute with a class of his pupils. He will give an exercise similar to the one given at the State Teachers' Association.

CRAWFORD.—Supt. Chamberlain: The directors of Cambridge borough and Conneautville have employed competent teachers of music for their public schools; in the former, Prof. Emory P. Russell, and in the latter Miss Minnie Thomas, both graduates of the Boston Conservatory of Music. They are engaged by the year.

DAUPHIN.—Supt. McNeal: The annual examinations for this year, except three specials,

took place in May, June, and July; the latter were held in September. Teachers are scarce; only a few more than are needed to supply the schools received certificates. Salaries have been increased from three to five dollars per month in a number of districts. A course of study for the schools of Lykens has been prepared by the Principal, Mr. Sweeney, and adopted by the board of directors and published in pamphlet form. The board has also had the school building repainted, has placed moulding-pans in the primary schools, and furnished other needed apparatus. The inner walls and ceilings of the Wiconisco buildings were calcimined, and other improvements made during vacation. District institutes have been organized in Lykens borough, Steelton, Williamstown, Wiconisco, and Wayne.

DELAWARE.—Supt. Stewart: Two school buildings are in course of erection—one in Haverford, a neat stone structure, the other in South Chester, which is a large, conveniently-arranged two-story brick building. It contains four rooms, two class rooms, a directors' room, and a teachers' room. It will be one of the finest school houses in the county, and will cost $8,500.

FOREST.—Supt. Hillard: Some of the schools opened in September for the fall and winter term. Very good work was done by the summer schools. Our teachers take and read educational papers and books. Some read Page, others have "Parker's Talks." One of our young teachers, besides subscribing for an educational weekly, ordered copies of both "Page" and "Parker," just before opening her school.

JUNIATA.—Supt. Smith: September is the month for selecting teachers in our county. Quite a stir is made, particularly so this year. The best teachers are sought, regardless of relationship, politics, or sectarian considerations, and this is a good sign. Our time-honored academies are again in operation, and, as a consequence, we have excellent material from which to select teachers. Salaries have been raised in most of the districts.

LACKAWANNA.—Supt. Brooks: An innovation has been made on the old and injurious method of placing inexperienced teachers in the primary schools, in the districts of Archbald, Jermyn, and Lackawanna, each of which has employed, this year, a normal graduate for *the lowest primary room*. The members of these boards deserve credit for this important step in the right direction. There are fourteen normal graduates in the county this year, the largest number ever engaged at one time—another evidence of the spirit of progress which pervades our boards.

LEHIGH.—Supt. Knauss: Educational meetings were held in a number of districts, prior to the opening of the schools. The topics discussed usually embraced, "Special Requirements of the School Board," "Special Requirements of the County Superintendent," "School Organization," "First Day of School," "Classification," "School Programme," etc.

LUZERNE.—Supt. Coughlin: The majority of our schools commenced on the first Monday in September. Many needed improvements were made in buildings and their surroundings during the vacation. The salaries of teachers have been increased in nearly every district.

LYCOMING.—Supt. Riddell: The schools are being filled with a better class of teachers than last year, in consequence of a general increase in salaries throughout the county. But four districts are paying as low as $25 per month, with an assessment almost the maximum allowed by law. Only one teacher of all examined this fall had read no book on "Theory of Teaching," while but twenty-two had not taken a course in "Theory and Methods of Instruction."

MCKEAN.—Supt. Campbell; With the exception of Norwich, all the long term schools are now open, representing twelve districts, with 93 schools. Eight townships still hold to the two short terms, representing 78 schools. Norwich and Hamlin townships have this year changed to the long term. Other evidences of progress are: All the annual reports have been received—a thing unprecedented in this county; and a general demand for better qualified teachers. Thanks to the management of the Narrow Gauge Railroad, I was able to secure reduced rates for the members of the institute. I am sorry to report a step backwards, as follows: One board of directors has abrogated the district institute. On the whole, however, the educational sentiment is healthy and the movement is forward.

MIFFLIN.—Supt. McClenahen: Over half of the schools are in session, for a term, in most of the districts, of six months. Four of the schools in Menno district have the Keystone desk, and there are good prospects of having the rest supplied soon. Directors should see that the school houses and surroundings are in good order before the opening of the schools. This, in some instances, is neglected until time to begin work, and even later. Much credit is due to Mr. McCulloch, director of Allenville, for promptness in this matter. I found the buildings and outhouses all in excellent condition, everything neat and in readiness for teachers and pupils.

NORTHAMPTON.—Supt. Werner: We assisted the Principal of the Freemansburg schools to grade the same. The people of this town can feel proud of the teachers they have employed. I also feel like congratulating the directors for supplying the Grammar School with first-class furniture. The South Bethlehem schools, with Prof. F. J. Crilly at their head, are in a prosperous condition. Here too the directors have refurnished some of the rooms. I hope other districts may do the same.

PERRY.—Supt. Flickinger: Most of the schools in the larger boroughs began early in September. The Penn township school board have about completed their new house in Baskinsville. Heretofore they have had two separate buildings for their high and primary schools, and the latter was wholly unfit for use; hence the addition made to the high school building for the primary department supplies a want. The present board deserve credit for the manner in which they have made this needed improvement.

SUSQUEHANNA.—Supt. James: Two townships, Silver Lake and Jackson, have abolished the "boarding around" system. The desire of the best teachers to secure schools in districts furnishing a steady boarding-place will ere long induce directors to abolish this custom entirely.

TIOGA.—Supt. Cass: We have just finished our regular examinations. The applicants were not so numerous as heretofore, but better qualified, very few having failed. Many of our teachers are fixing up their school-rooms, and putting into practice many other hints which they received at the last meeting of the county institute, all of which is very encouraging.

UNION.—Supt. Johnson: The school authorities of Hartley township, besides repairing and placing new furniture in some of their school houses, have decided that the graded school building of Laurelton shall be made of brick and supplied with the modern appliances. In this district, the teachers' salaries are based on qualifications.

WESTMORELAND.—Supt. Spiegel: The following districts have erected first-class houses and furnished them with the ordinary school apparatus and the latest improved furniture: East Huntingdon, two (one double); North Huntingdon, one; South Huntingdon, one; Salem, one; Loyalhanna, one; Hempfield, one; Franklin, one; Lower Burrell, one; Scottdale, one; Latrobe, one. Space forbids a description of each, but the locations, materials, and arrangement of the houses could scarcely be better. I cannot pass this subject without a word of commendation for the directors of Latrobe borough. The public school building of Latrobe is one of the finest in western Pennsylvania. It is imposing, commodious and convenient—eight eligible rooms, a large hall for class exercises and school entertainments. The building has all the modern improvements and conveniences. The entire cost of the school property is $28,000. Much credit is due to the directors for their zeal and indomitable perseverance while the building was in progress. The citizens have great reason to be proud of their building, for it is the largest and most attractive in the county. There are other houses building at this writing, which will be large and built after the modern plans of school architecture. Greensburg borough, in particular, will have one of the very best of buildings.

ALLEGHENY CITY.—Supt. Morrow: We have started a central high school. For many years our high school classes have been scattered around among the ward schools, but at last we have succeeded in getting them consolidated in one building. We regard this as a progressive step.

BEAVER FALLS.—Supt. Knight: Schools opened with a full attendance and good prospects. Our teachers are making arrangements for a course of reading and study during the year. Some are studying the higher branches. In the Grammar and High Schools, mathematics is taught by a special teacher in the classroom. James M. Fessenden, president of the board, is at present visiting the schools. He spent two days in the Harmony Street school.

BRADFORD CITY.—Supt. Stone: Since my last report our school authorities have commenced the erection of a new brick building, which is to cost about $30,000. Another item of interest is the purchase of nearly $1000 worth of books for our public school library just organized, the money being principally raised by subscription among our citizens.

CHESTER CITY.—The programme of exercises for the Chester district institute is as follows: The class in French will read Fenelon's Telemaque under the instruction of Supt. Foster; Miss Hahn will give instruction in algebra, and Miss Fairlamb in written arithmetic; while the teachers, in alphabetical order, will take the mental arithmetic class. The Superintendent will have a half hour's talk on language lessons in the lower grades, and will discuss principles and methods, using as a text-book Colonel Parker's "Talks on Teaching." It is also proposed to spend some time in the practice of music. The sessions of the institute are open to the public, and any one can become a member by signing the constitution and attending the meetings. The county teachers have always been especially welcome.

DUNMORE.—Supt. Fowler: During the vacation our board had slate blackboards placed in all the buildings not previously supplied with the same. We have just added Chambers' Encyclopædia to our library. Two evening pay-schools have been opened, with 120 pupils; one or more will soon be opened.

HAZLETON.—Supt. Harman: Though several changes of teachers were made, yet the schools have opened encouragingly, and with considerable increase in the number of pupils. A part of the surrounding township, known as the Diamond district, was annexed to the borough by a recent decree of the court. This will necessitate the opening of three or four additional schools next year. At a recent meeting of the school board, $65, the proceeds of school entertainments last year, were devoted to the purchase of books of reference for the schools.

MAHANOY CITY.—Supt. Balentine: The Centre Street building has been greatly improved by painting the entire outside surface. All the out-doors of our three school buildings have been hung upon double-acting hinges, so that they open both ways. Many of our teachers are trying to put an end to *all* communication in school of the kind known as "whispering." They have succeeded admirably, and without undue severity. Not all have tried, nor have all succeeded who have tried; but *that it may be done*, and well done, is an established fact among us.

MCKEESPORT.—Supt. Newlin: An addition to one of our school buildings was completed and ready for occupancy about the middle of September. The board have purchased a fine lot on which they propose to erect, as soon as possible, a large building; the price paid was $5,000. We commence school this year with five more teachers than last year, making thirty in all. The schools are still very much crowded.

MEADVILLE.—Supt. Roth: Health, happiness, and a very large enrollment, characterized

the opening of school. I take the month of September to be the most pleasant and prosperous that I have spent in my present field of labor, An excellent school spirit prevails, as well as a determination to discover the principles which underlie a true education—the generation of power rather than the memorizing of a fixed number of facts.

NORRISTOWN.—Supt. Gotwals: Our schools are all well filled, and our teachers have entered upon their work with considerable zeal. The improvement made in the Oak Street building is highly appreciated by the teachers, especially by those who have been taken from poorly ventilated rooms to rooms well lighted and so arranged that the air can be kept pure. We will soon have none but first-class rooms.

PHŒNIXVILLE.—Supt. Leister: The schools have opened under favorable circumstances. During the summer 30 volumes were added to the school library. A reading room has been established by the pupils of the higher divisions and the teachers of the district. Besides others, the following journals have been provided: *Pennsylvania School Journal, New England Journal of Education, Teachers' Institute, Normal Teacher and Examiner.*

SHAMOKIN.—Supt. Harpel: Our public schools began this year's work with a large enrollment. Both teachers and pupils seemed eager to return to the duties and pleasures of the schoolroom. The enthusiastic spirit of the teachers, and the vim with which the pupils returned to their studies, are very encouraging, and we look forward to a year of more than ordinary interest and progress. The subject of vocal music was added to our course of study by the school board, and instruction is now given in this branch by all our teachers.

YORK BOROUGH.—Supt. Shelley: The schools are in good working order. We are reducing the machinery year after year, and giving more and more attention to the study of the wants of the children, and to the supplying of these wants. Our magazine, *The Fountain*, is used more extensively this year. This aids materially in Supplementary Reading.

SUPERINTENDENT RESIGNED.

Mr. W. S. Luther, Superintendent of the schools of Du Bois, Clearfield county, has resigned his office, to take effect October 6, 1883.

BOOK NOTICES.

ESSENTIALS OF GEOMETRY. *By Alfred H. Welsh, A. M., Late Professor of Mathematics in Buchtel College. Chicago: S. C. Griggs & Co.*

Lord Bacon's maxim, "If a man's wit be wandering, let him study the mathematics; for in demonstrations, if his thoughts be called ever so little away, he must begin again," adopted by the author as the motto of his book, recalls the habit of Alexander Hamilton, who, it is said, was accustomed to read a proposition in Euclid as a preparation before entering upon an argument in court. The old geometer did his work so well that there remains but little chance of improvement upon it. In the mode of presentation, however, this branch of mathematical science has been made more and more attractive. In the volume before us it would almost seem as if the *ne plus ultra* of clearness and beauty in geometrical demonstration had been reached. The exercises giving practical applications of geometrical principles, as for example, "How should a tent, made of two slant sides, be pitched in order to include the most room?" add greatly to the interest and value of the book. The clear and exact definitions, the large and beautiful diagrams, the open and distinct typography, make this in all respects a very handsome text-book on the science treated.

HAND-BOOK OF MYTHOLOGY. *By S. A. Edwards, Teacher of Mythology in the Philadelphia Girls' Normal School. Philadelphia: Eldredge & Bro. Price, $1.15.*

A very convenient little manual, of the right size to thrust into the pocket, is this compend of mythology; and just as well adapted to suit the needs of readers are its contents of mythic lore, ranging from the refined and poetic conceptions of the beauty-loving Greeks and the graver piety of the stern Romans, through the gross animal worship of Egypt and the cruel demon-worship of Assyria, to the purer theism of the Zend-Avesta and the Vedas. The bloody Sagas and Eddas of Scandinavia, the folk-lore of the Teutonic nations, the Druid myths of Gaul and Britain, and even the dim legends which served the red man as a religion, are brought within the compass of a volume of 240 pages. As to the benefit to the general reader of an acquaintance with mythology, we need not stop to remark. Suffice it to say, that for an intelligent understanding of any phase of literature, from Milton down to the newspaper of the day, a knowledge of this, so fertile a source of allusion, is indispensable. The mode of treatment is simple. First, an illustration, showing the god as usually represented in works of art, next an article descriptive of his charaeter and functions, as depicted by the poets, then a synopsis of the different forms of representation, and lastly, the epithets most commonly applied to him. For its size, it is the best work we have seen on the subject of which it treats.

AN IDYL OF THE WAR. *The German Exiles and Other Poems. By Elwood L. Kemp, A. B., Prof. of Ancient Languages in Keystone State Normal School, Pp. 167. Philadelphia: John E. Potter & Co. Price, $1.00.*

This neat little volume contains, in addition to those mentioned in the title, several shorter poems of miscellaneous character, some translations from the German, and two poems in the Pennsylvania German dialect. An Idyl of the War tells in blank verse the stirring tale of one of the many sacrifices to patriotism demanded by the late civil conflict. The "German Exiles" is a touching story of the sufferings of the early German settlers of eastern Pennsylvania, a people whose trials have perhaps never before attracted the sympathy of the poetic imagination. The "Poet Ever Restless" is more artistic, in representing the

capricious wanderings of the child of fancy, by verse of varying measure. The Keystone State, great and powerful in many respects, has yet her proper place to fill in the field of art, and those of her sons who are striving to ennoble her with chisel, and pencil, and harp, merit a generous encouragement. The promising little book under notice may be had at the bookstores, or by addressing the author at the State Normal School, Kutztown, Berks county, Pa.

ESSENTIALS OF FRENCH GRAMMAR. *For English Speaking Students. By J. H. Worman, Ph. D., and A. De Rougemont, A. B. Part I. New York and Chicago: A. S. Barnes & Co. 1883.*

This little work, based upon the natural method, is intended to accompany the first and second books of Prof. Worman. In accordance with the principles of that method, it is written wholly in the French language. There are many excellent grammars in that tongue, prepared by French scholars, but they are not so well adapted to the needs of English-speaking students. This can be used with great advantage by any one familiar with the elements of French. It is handsomely bound, and the use of heavy type for the essential rules, and other important matter, serves to engage the eye, and impress more readily upon the memory the leading principles.

A NATURAL HISTORY READER. *For School and Home. By James Johonnot, Author of "Principles and Practice of Teaching, etc. Pp. 414. New York: D. Appleton & Co.*

Mr. Johonnot, who is known to the teachers of the country through his long services in the cause of common-school education, has, by the preparation of this book, added to the debt of gratitude due him from the profession. The "Natural History Reader" is intended, primarily, as a reading book in schools, not only as furnishing matter of live interest to the young, but to direct attention to the manifold wonders that exist in the world about us. It also aims to teach indirectly lessons of kindness to animals, by exciting an interest in their habits. The selections are varied, and are drawn from the whole range of animal and plant life; so interesting are the marvels narrated that the dullest child, and, we should think, the merest book-worm would be equally charmed in their perusal. The book is copiously and beautifully illustrated. In addition to the uses suggested by the compiler, the work would have a special value to teachers of natural history in the common schools, as affording matter of additional interest to the meagre outline of the average text-book.

A PRIMER OF AMERICAN LITERATURE. *By Chas. F. Richardson, New and Revised Edition, with Twelve Portraits of American Authors. Boston: Houghton, Mifflin & Co.*

This Primer of American Literature seems well deserving of its sale of twenty thousand. It is embellished with twelve life-like portraits, and gives within a compass of little more than a hundred pages, a very interesting sketch of the work of Americans in the field of letters, from the colonial days to the present. The notices of the best known works of each writer are of necessity very brief, but we have nowhere else seen the prominent characteristics of each author more happily sketched. It would not be strange that, in a list of more than three hundred names, an occasional error should appear; but we can say, that on a careful perusal we have found nothing so surprising as the statement that Patrick Henry, the orator, "edited an edition of Butler's Analogy." Judging from his early training, he is one of the last men whom we should suppose capable of such a task. Our own information is, that while Governor of Virginia he printed and circulated at his own expense some religious works, among which the Analogy was one. Again, in speaking of Bryant's publication of Thanatopsis, he uses an expression which is not quite clear. He says, "Bryant chose as the vehicle the *North American Review*, which he began as a bi-monthly and a general literary magazine." Whatever share the poet may have had in the establishment of that periodical, he was not, we think, the *founder* of it. With the exceptions above stated, we know of no work on American literature more accurate, and so satisfactory within its limits; or one which better justifies its title, than this handy little volume.

NATURAL PHILOSOPHY. *By Isaac Sharpless, Professor of Mathematics and Astronomy, Haverford College, and G. M. Philips, Principal of State Normal School, West Chester, Pa. Pp. 350. Philadelphia: J. B. Lippincott & Co.*

There is, perhaps, no branch of science in which recent progress is more evident than in Physics. That the most numerous discoveries of popular importance have taken place within this field, is made manifest, to the casual observer, by a comparison of the table of contents of a volume like the one before us, with any school text book of ten years ago on the subject. Especially in the application of electricity to the arts of every-day life do we find a wonderful advance. Meteorology, which as a science is still in its infancy, is here treated with perspicuity. That, however, which chiefly recommends the work, is the simplicity of language, technical terms, so much as the nature of the subject will admit, being avoided. The authors hold, and we think, rightly, that what a student really needs is a clear apprehension of principles and the acquirement of scientific habits of thought. A second valuable feature is, the large number of practical exercises and experiments given. Most of these experiments are so simple as to be performed with material at hand in every school or home, and at a merely nominal expense. Those institutions, however, which are, fortunately, well supplied with apparatus, will find sufficient explanations to enable them to use their superior advantages for the benefit of their classes.

DEVELOPMENT LESSONS. *By E. V. De Graff, Supt. of Schools, Paterson, N. J., and Margaret K. Smith, Graduate of the Oswego State Normal School, N. Y. Pp. 301. New York: A. Lovell & Co.*

We have here an exposition of "The Quincy System" of teaching, derived from observation of Col. Parker's methods, and an attendance on his instruction—published by permission of that gentleman. As its name imports, it consists of a series of Lessons, about fifty in number, on Size, Form, Place, Plants, and Insects, for the development of the senses. These lessons are arranged so as best to cultivate in the pupil the ready use of all his senses, and to give him practice in the reproduction of his ideas by writing and speaking. We think the work may do great good, inasmuch as it is a graphic report of the details of daily life in the school-room. Lectures do much to excite curiosity and stimulate desire for a further acquaintance with the subjects under consideration; but the success of the system depends so much upon familiarity with details, that next to the advantage of being present from day to day in a school conducted as are the Quincy schools, is that of studying the report of an observer, who is himself a teacher of experience, and who has proved the value of the lessons thus learned, by practical use in the school-room.

The work is illustrated sufficiently to render each stage in the development of the lessons clear. There are also Lectures upon Teaching—the instructions of Col. Parker, an exposition of the Oswego and the Quincy Systems, and the famous essay of Chas. Francis Adams, Jr., upon the Quincy schools; and though these are all valuable in their way, we venture, with some diffidence, the suggestion that they serve to swell the size of the book without adding proportionately to its practical value. Still, for a clear understanding of the details of the *natural method* of teaching, we commend the present volume.

YALE EXAMINATION PAPERS.—*Collected and Arranged by F. B. Stevens. Pp. 139. Boston: Ginn, Heath and Co. 1883.*

We have here in a neatly-bound little volume the questions asked of candidates for admission to Yale College from 1876 to 1882, inclusive. These questions number from five to nine in the branches of Arithmetic, Algebra, Geometry, Latin, Greek and Roman and Greek History, required for admission to the Academic Department, and in Arithmetic, Algebra, Geometry, Trigonometry, Latin, History of the United States, Geography, and English Grammar, for the Sheffield Scientific School. We find them interesting as gratifying an intelligent curiosity as to the amount of previous training required, by one of our foremost colleges, of those who come to her for instruction. They may also be made of practical benefit in directing the course of preparatory work in Secondary Schools, and will prove suggestive to those whose duty it is to examine others.

ROBINSON CRUSOE. *Edited for the Use of Schools. By W. H. Lambert, Superintendent of Schools, Malden, Mass. Boston: Ginn, Heath & Co.*

The first part of Robinson Crusoe, condensed, begins a series of Classics for Children. The plan of the editor is apparently to give the outline of the story in the words of the author, omitting many of the episodes and the discursions which impede the onward progress of the narrative. His notes, explanatory of obsolete words and obscure passages, are judicious, and the work, as a whole, is as well done as such work can be. But we belong to a class which believes but little in "improving" the classics. "Paint me just as I am," said Cromwell to the artist who wished to disguise the ugly wart which disfigured the the face of the Lord Protector. Expurgated editions, revised versions, etc., have their place no doubt, and are sometimes desirable; but for the most part they find few readers, even in this change-loving century.

THE TENTING SCHOOL. *By C. W. Larison, M. D., Principal of Ringos Academy. Published by the Author, Ringos, N. J. 1883.*

Under the above somewhat novel title, the author gives us a very interesting account of one of the tours made by himself and pupils during the summer months of 1882. Some seventy pages are filled with a description of the necessary outfit for a camping tour, in which nearly everything needed for comfort and support was taken along. A carry-all, twelve feet in length, accommodating eighteen adults, was used to convey the party from place to place. At night they put up tents and camped on the ground. The school work was mainly devoted to geology, botany, and natural history, though battle-fields and other points of interest, local or historical, came in for a share of attention. The trip led towards the seashore, and as a consequence, "The Villages by the Sea" are visited in order, from the south to Long Branch, and a brief sketch of these summer resorts is given. An appendix includes creditable essays by two of the young ladies of the party, and a statement of expenses of the trip, which seem surprisingly small. The facts observed, and the experiences of the travelers, are very interesting reading, despite the wretched style in which they are described. It is a matter of wonder how a man of acquirements, and an experienced teacher, can succeed in distorting his mother-tongue when he gives his mind to it. Our author is never at a loss for a word. When no recognized term suggests itself, he simply evolves one from his inner consciousness; and then, lest his ignorant readers might think it a misprint, or a slip of the pen, he twists succeeding sentences out of shape in order again to introduce his pet monstrosity. Violations of the simplest rules of grammar are of frequent occurrence, and the padding is apparent on every page. Take it all in all, Dr. Larison has succeeded beyond example in butchering the queen's English, and almost destroying good material by the bungling use of his tools, and the affectations of a false taste.

BRIEF HISTORY OF GREECE; *With Readings from Prominent Greek Historians. Pp. 191. New York and Chicago: A. S. Barnes & Co.*

Of this little volume, the first ninety pages give the political and social history of Athens and Sparta. This portion is profusely illustrated with fine maps and clear-cut figures from works of art, exemplifying the manners and customs of the people. Very full foot-notes—biography and anecdotes from various sources—add interest to the narrative, without impeding the progress of the story in the text. The remaining pages are filled with extracts from the most celebrated writers on Grecian history. These selections recommend the book to the use of teachers who cannot procure the voluminous works from which they are drawn, or lack time to cull the passages needed for illustration in class work.

DIO LEWIS'S MONTHLY for October is the best of its three numbers. Our Rich Men, by Dio Lewis, ought to help many persons who fancy that happiness and money are synonymous. Our Young Women, by Rev. Dr. Howard Crosby, is a brave discussion of an enoromous but fashionable evil. Sandwich Island Sketches, by Dr. C. L. Tisdale, is the first of a series of interesting sketches of the Little Kingdom. The Shakers, by Dio Lewis, will give new ideas to those who have not studied that singular people. Weight of the Human Brain, by Dio Lewis, will deeply interest all who keep up with modern thought in this important field. Open the Cage Door, Treatment of Prisoners, and Treatment of the Insane, all by Dio Lewis, will be read with interest by the philanthropic. House-Drainage, by Colonel Waring, of Newport, is a thoughtful paper, by an eminent expert. A Fine Complexion, is by a well-known lady writer, who knows what she is talking about. Our Brains and Nerves, by Dio Lewis, is in his happiest vein. The Check-Rein, by Hon. Geo. T. Angell. The Hygienic Department is full of variety and interest. Beer, is by one our of best writers upon this class of subjects. Diphtheria, by Dio Lewis, is a clear discussion of the cause, prevention, and treatment of this dreaded malady. About Nursing, by Dr. Lewis, is commended to young women. Our Cooking School, by Miss Julia Colman, grows better and better. Stray Thoughts, will interest and amuse. Subscription price, $3. Address Frank Seaman, Publisher, 68–71 Bible House, New York.

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2. The light my path surround - ing, The loves to which I cling, The hopes within me
3. The friends, gone there before me, Are call-ing from on high; And joy-ous an-gels
4. I hear the in - vi - ta - tion, And fain would rise and come, A sin-ner to sal -

call - ing, "Come, pil-grim, come a - way!" The day, in night de - clin - ing, Says
bound - ing; The joys that round me wing,— All melt, like stars of ev - en, Be -
o'er me Tempt sweetly to the sky." "Why wait," they say, "and with - er 'Mid
va - tion, An ex - ile to his home; But, while I here must lin - ger, Thus,

I must, too, de - cline; The year, its life re - sign - ing,—Its lot foreshadows mine.
fore the morning's ray,— Pass up-ward in - to heav - en, And chide at my de - lay.
scenes of death and sin? Oh, rise to glo - ry, hith - er, And find true life be - gin."
thus let all I see Point on, with faithful fin - ger, To heaven, O Lord, and Thee.

OFT IN DANGER, OFT IN WOE,

H. K. WHITE, 1806.

1. Oft in dan - ger, oft in woe, On - ward, Chris-tians, on - ward go;
2. On - ward, Chris - tians, on - ward go, Join the war, and face the foe;
3. Let your droop - ing hearts be glad; March in heaven - ly ar - mor clad;

Fight the fight, main - tain the strife, Strengthen'd with the bread of life.
Will ye flee in dan - ger's hour? Know ye not your Cap - tain's power?
Fight, nor think the bat - tle long, Vict'ry soon shall tune your song.

4. Let not sorrow dim your eye,
Soon shall every tear be dry;
Let not tears your course impede,
Great your strength, if great your need.

5. Onward then in battle move,
More than conquerors ye shall prove;
Though opposed by many a foe,
Christian soldiers, onward go.

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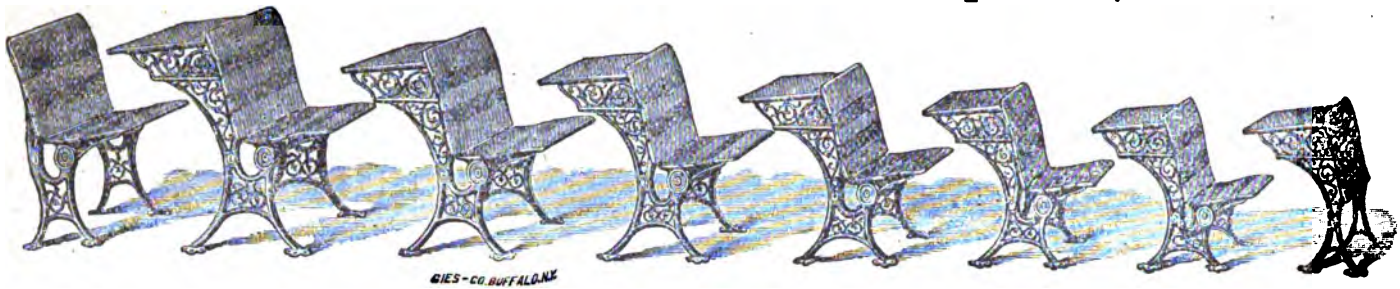

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MASSACHUSETTS EXPERIMENT IN EDUCATION.

BY CHARLES BARNARD.

THE conventional school, with its book-lessons and recitations, is familiar to all; but the new public school, with its realistic methods, its entertaining sessions devoted apparently more to talking than recitation, more to amusement than drudgery, is unknown as yet except to the fortunate children of a few towns. We recently visited a model primary school-room in eastern Massachusetts, and, sitting down among the little children, tried to see the system pursued there from the little one's point of view.

It is a plain room, with windows on two sides. In the sunny windows are blossoming plants, and on the walls above the dado-like blackboard are pretty pictures, stuffed birds, and crayon sketches of plants and animals, shells, and curious things from fields and woods. The boys and girls enter the room together, and take their seats behind their little desks, on which are slates and pencils,—nothing more. The teacher comes, a smiling woman with flowers in her hand. She advances to the front of the two-score children, and begins to sing. They all sing: "This is the way we wash our slates, wash our slates, so early in the morning. This is the way we wipe our slates, wipe our slates, so early in the morning." Some of the girls bring little pails of water, and each child dips a sponge in the water and washes the slate as they sing.

"Pussy Willow's class," says the teacher, "may copy the red words; Tommy Thorndike's class may take the green words; and Jenny's class may take the white words."

These words are already written in colored crayons on the blackboard. Three rows of the children take their slates and begin to copy the colored words,—a happy device for teaching to write and "to tell colors."

"Sophy May's class," resumes the teacher, "may come to the blackboard, and the babies may make a fence and a gate with the sticks."

One of the girls places a handful of large shoe-pegs on the desk of each of the youngest children, and several of the children come to the teacher's desk and stand before the blackboard. They are invited to tell what the teacher holds in her hand. Every hand is raised with almost frantic eagerness. They know what that is. "What is it, Johnny?" "A cat." "Can you tell me a story about it?" Every hand is up. "Well, Katy!" "I see a cat." "Good, now look at this on the board." She writes in script "cat." "What is that?" Not a hand is raised, though every eye is intently studying the unfamiliar letters. "What is this?" says the teacher, rapidly making a sketch of the cat. They all see that. "Now [pointing to the word] what does this stand for?" Two hands are up. "Freddy?" "A cat." "Oh, no. Mary?" "Cat." "Right! Now I will add our old friend," and with this the article is prefixed to the word. "Now Freddy is right—'a cat.' Who can find another?" With this, the

word "cat" is written a number of times on different parts of the board, and the children eagerly hunt it up.

The sentence, "I see a cat," is written on the board. That puzzles the children. One has it; another, and another. "Mary?" "I have a cat." "No. Sophy?" "I see a cat." The word "see" is wholly new to the class, and they get at it from the context, and have its appearance fixed in the mind by association. "Now you may copy this on your slates. Good-bye." This dismisses the class, and they return to their seats to write and rewrite the two new words whose sound, meaning, and aspect they have just learned. The pronoun and the article they learned before; so that now they join them to new words, and study spelling, language, and writing at the same time.

At first sight, there appears no special novelty in this lesson. Other teachers have used objects as a basis of instruction. The thing to be observed is this: These children do not know their letters. They do not study the alphabet at all. The aim is far wider than mere learning to read. First, the child's interest must be won by the sight of some familiar object. Secondly, the word is a substitute for the picture. The child is not told anything. He must arrive at things through his own thinking. There is no reward or punishment, no head or foot of the class. Each one must tell a story; that is, he must say something, make a complete sentence, and not use detached words. Lastly, and perhaps the most important of all, the young scholar must be happy in his pursuit of knowledge, because that which is happily learned is remembered.

The youngest class in numbers is now called up to a large table, on which are scattered a number of wooden blocks, such as are used for toys. The six little men and women have learned already five numerals. They can count five, but no more. To-day they are to learn five more numbers. Again the same merry session, the same stories told, language, expression, grammar, and numbers, all taught at once. Each child has ten blocks, and the game begins. The teacher leads the sport.

"I have five blocks, two and two and one. Now I hold one more. How many are there now?" Half the hands are up. "Well, Teddy?" "Seven," says Ted, with enthusiasm. "How many think Teddy is right? None. Well, Kitty, tell us about it." "I have five blocks, and I add one and have six." "Six what?" "Six blocks." "How many noses have we around the table? Well, Tommy?" "Eight." "No; we will not count company. Tell me something about it." "I see seven noses." "Now we'll all go to sleep." Every head is bent down while the teacher quickly removes two of the six blocks. "We wake up and find something." Every eye is intently studying the blocks. "Tell us about it, Jenny." "There were six blocks, and two have been taken away." "How many are left, Teddy?" "There are four blocks left."

With exhaustless patience, good humor, and ingenuity, the lesson proceeds, every problem being performed with the blocks, and every fact fixed in the mind by a statement made by the child. If bad grammar is used, it is quietly corrected without a word of explanation. The habit of right speaking is the only aim.

By this time the school is becoming weary. They have all worked hard for fifteen minutes. It is time for a change. The class is dismissed, and the teacher begins to sing. It is a merry song about the rain and the snow, and all join with the greatest interest, because at the end, when the snow falls and covers the ground, there are mock snow-balls to be picked up from the floor and tossed all over the room in a jolly riot of fun. Everybody feels better and ready for work again.

The teacher writes a series of simple sums in addition on the board, and the whole school watch her with the keenest interest. Now for a grand competition in language, grammar, arithmetic, and imagination. As soon as the figures are set forth a dozen hands are up. "Well, Lizzy?" Lizzy rises and says: "I was walking in the fields, and I met two butterflies, and then I saw two more, and that made four butterflies." 'Good." The answer is put under the sum, and another child is called. "I had seven red roses, and a man gave me three white roses, and then I had ten roses." By this time the school has caught the spirit of the game. Forty hands are up, trying in almost frantic eagerness for a chance to bowl over one of the sums and tell a story. Whispering is plenty. One by one the sums are answered and the quaint stories told. Then all the upper figures of the sums are removed, and the lesson is changed to subtraction. Again the stories. "I had four red apples, and I gave two away, and then I had two apples," etc. Nearly every one mentioned the color of the object described. The children plainly observed

color in everything. They took their subjects from out-of-doors, as if all their thoughts were of the woods, the fields, and the street. The most striking feature of the lesson is the intense eagerness to tell something, the alertness, the free play to the imagination of the pupils, and the absence of formality and anything like a task or recitation. It is practically an exercise in imagination, grammar, language, expression, and arithmetic.

Then follows another song. The slates of those who have been writing are examined, and even the babies who were playing with the shoe-pegs are commended for their work. They are not strictly learners. They are like little fellows put in a boy's choir, not to sing, but to sit among singers in an atmosphere of study.

A class in reading is then called up. Each child has a book and reads a sentence in turn. The manner of reading is peculiar. The pupil first reads the entire sentence over to herself in silence, and then, looking up from the book, speaks it in a natural manner, as if talking to the teacher. The lesson is a story, aptly illustrated by a good picture, and the children not only understand what they read, but enjoy it. This done, they turn back to a story they had read before. Now the exercise is to read the story, a paragraph at a time, in their own words, to practice expression, and to prove that they understand what they read. Next, a new story is taken, and the class gives its attention, not to the text, but to the picture. "Can any one tell me something about this picture?" There is an intense study over the book for a moment, and then the hands go up. "I see a dog." "I see a crane." "The crane is standing on one foot." "The dog is a pug." "Tell us something about the dog." "The dog has four legs." "He has two ears." "The crane has wings." "The crane is a bird." "The dog is an animal." "The pug looks very cross. Perhaps he is going to bark at the crane." All these statements are given in breathless eagerness, as if each child were anxious to add something to the sum of human knowledge, and not one of them is over seven years of age.

Another class is called. They form a line before the blackboard, and the teacher says: "Who can tell me something? Well, Susie?" "I have a red apple in my pocket." The teacher writes it on the board, and before it is half written the hands are up and there is a ripple of laughter through the class. Teacher has made a mistake. "Where is it, Tommy?" "You made a small i at the beginning." "Right." Another story." "It is a cloudy day." This is written: "It's a cloudy Day." The hands go up again. "Where is it, Jane?" "The capital D is wrong." The hands are still up, eagerly thrust right in teacher's face, in a sort of passionate anxiety to get the chance to explain the error. "She said it *is* and not *it's*." "Right." Still the hands are up. "The dot has been left out." "Good. Any more mistakes?" Not a hand is raised, though the eyes scan the letters again to see if there be nothing more. They crowd close up to the blackboard, and watch every word as it is written with unflagging interest.

To vary the lesson, a sentence is written on the board containing two words the children have never seen. They swarm, like bees around a plate of honey, standing close up to the strange words, even touching each letter with tiny fingers, and silently trying to spell them out by the sound of the letters. One child tries and fails, plainly showing that nearly all the sentence is understood, but the new words are not wholly mastered. Another tries and gets it right, and is rewarded by dismissal to her seat. Other sentences and new words are tried, and there is a lively competition to read them. No one speaks the new words alone, but each reads the whole sentence in an intelligent manner, as if it were grasped as a whole. As fast as the right answer is given, the pupils return to their seats, till all have answered.

The first class in simple fractions then comes up. It is studying the deep science of wholes and halves, quarters and eighths. The first step is really to see a whole divided into eight parts, and then to study a diagram on the board. The class gather around a low table, and each is given a lump of clay. Each one pats his lump down to a square pancake on the table. The object now is to enable each child to see visible quantities by size and weight, and the effect of division. The cake of clay is divided into two equal parts, and these again divided, and the portions compared by size and weight. Each experiment with the clay is made the basis of an example of fractions, and must be explained in words. The addition of fractions is studied in the same way. One child's cake is divided into eight parts, and four are taken away, and half a cake added to another cake. The children see the one half and the four eighths put together to form one whole, and they speak of it as a real fact, and not as an unmeaning

formula read in a book. On the blackboard they draw in white chalk four bands of equal size. Then each is divided by green lines. The pupil sees, by tracing the colors through each band, the exact relation of whole, halves, and quarters.

With all the lessons that have been described there is at frequent intervals a story or some exercise to change the current of the thoughts. Not all these lessons can be seen in one day or in one school. They are only typical lessons as seen by the writer in different primary schools in Boston, Dedham, and Quincy.

If there is any one thing over which the children of the United States have shed floods of useless tears, it is the "Tables of Weights and Measures" in the ancient arithmetics. Here is a new set of miserables just come to the edge of these horrid tables. Shall they go on in the same unhappy way, trying to say "two pints make one quart," or shall they see the things, and, half in sport, learn the easy lesson? After the lesson they can glibly recite the table, because they have seen what it means.

Here are the tin and wooden measures, with a pail of water and a bushel of bran, ranged on the table before the class. The teacher holds up the smallest tin measure and asks what it is. Some say it is a quart, others a pint. After some delay it is decided to be a gill. "Can any one spell it or write it on the board?" This is done, and the next step is to experiment with the measure. One of the girls fills it with water and makes a statement about it: "I have one gill of water." Having obtained a unit of measure, the next is taken, and the pint is considered by filling it with water by means of the gill measure, and counting the number of gills required to fill it. For dry measure, the bran is used instead of water.

This class are from nine to twelve years old. They are in the upper primary classes, and have already spent two or three years at school. It might be thought that they would not care for such methods of instruction. It does not so appear. There is the same alertness of attention, the same eagerness to tell a story or to express themselves, as in the youngest children, with perhaps a little less playfulness and more gravity.

A class in geography is studying the shape, surface, and the general features of the continent of Australia. One of the class is appointed to act as its scribe, and write out the facts as learned. The pupils are supposed to have read their books, and are up now for examination. On the table before the class is a pile of brown moulding sand. The first step is to spell the name Australia. This, it may be remarked, is the constant practice—to spell all the important words of the lesson as it proceeds, the correct spelling being at the same time written on the board by the scribe. The study of the shape of Australia, its surface, mountain ranges, and plains, is performed entirely with the moulding sand. Each pupil volunteers a fact concerning the matter, and illustrates it in the heap of sand. First the general outline, then the capes, bays, etc., then the mountain ranges, plains, etc. If any one makes a mistake, either in describing the thing or in arranging the sand, there is a vote taken to see if the majority of the class can correct the error. By the end of the lesson, a complete relief map has been constructed in sand on the table. Every subject in geography, the divisions of land and water, etc., that can be shown by a plan or map, is illustrated on the table, in the sand or with modeling clay. The child is not told to read in a book that "an island is a portion of land entirely surrounded by water." These children are given a lump of clay, and instructed to make an island of clay on the table, and then to cover the top of the table (it is really a shallow tank) with water, to show that the island is really surrounded by water. In some schools the table is painted blue to represent the water, and the brown sand aptly indicates the land.

As with the weights and measures, so the measures of length are studied by means of tape stretched along the wall. Upon this tape the pupils measure off the foot, the yard, the rod. Each child is provided with a foot-rule as a part of his school apparatus, and it is frequently used in the various lessons. The study of the rod and yard grows out of this, and they get what no one who merely learns by rote that "twelve inches make one foot, three feet one yard," etc., ever can get,—an exact and real idea of the yard and rod. From this tape the teacher readily brings out a lesson in numbers. For instance, she writes on the board: "If I paid $9.00 for eighteen feet of land, how much did three yards cost?" The pupils see the foot and yard plainly marked off on the tape. They have a realizing sense of the comparative lengths, and this assists the mental process required to solve the question. In fact, all arithmetical problems can be taught by the blocks, the wet and dry measures, the rules and tapes, without once referring to a book. In point of fact, it does not appear advisable to use books at

all, but to study numbers from objects, or by means of the board or stories of imaginary transactions from real life. The study of numbers is confined to the first four rules, simple fractions, and perhaps interest. This carries the pupil about half way through the grammar school, and it covers all that is required in ordinary business transactions. The tables, addition, multiplication, weights, etc., are in time all learned, but they are placed last, and not first. I heard a teacher recite rapidly a series of sums in this way; "I had six apples, I took one away, added five, divided by two, squared them, gave away five, lost one, sold two, bought ten and ten and five and four and three, and lost seven, and divided them all with Kate and Jenny and Tommy and Jack and Ned. How many did they have, and how many were left?" For about thirty seconds there was a pause, and then one called out that he had it, and then another and another, till all said they had solved the problem. Perhaps a whole minute elapsed, and then, on calling on one scholar for the answer, it was put to the vote of the school whether or not the answer was right. While there may be nothing specially novel in this method of teaching, this point must be observed: These children had been wholly instructed by the new methods. They were probably weak on the "tables," or in the mere parrot-like recitation of formulas, yet they displayed a degree of quickness, a readiness of memory, comprehension, and reasoning, that was remarkable. With shorter questions involving, say, two sums in one rapidly spoken sentence, the answers came in a volley from the class the instant the sentence was finished, showing that the mental processes had been just as rapid as the spoken words.

It is said that the majority of public-school children leave school when about half way through the grammar school. The question is, Does this objective teaching fit or unfit the boy for his probable position in life? Is this the best schooling for the poor man's child? Without venturing our final opinion, it may be observed that the aims of the system are in the right direction, and that all the aims are more or less thoroughly accomplished. First of all, the child must be happy. He must be at ease and pleased with his work, or little will be learned, and the training will be slight. The child has senses through which he receives all he can know, and makes known the thought that is in him. His senses must be trained by use; hence the games, the blocks, the colors, the music, pictures, and real objects. Imagination is, perhaps, the most valuable mental quality given to human beings: it must be cultivated continually, that the mind may work quickly and surely. This is the aim of the continual story-telling, the imaginary sums, and the use of pictures. The studies are very limited, because reading, writing, and arithmetic are the tools with which the work of the world is performed. These are enough for the boy or girl who must leave school before the grammar term is over. If he has these, the world of work and learning is all before him. It has been said that the boy taken from these schools and made an entry clerk will be a failure, because, while he is quick of observation, lively of imagination, and learned in a thousand things of the fields, the woods, and the sea, his business is to take the numbers from bales and boxes correctly. This is all that is required, and all the rest is useless. This may be true in a certain sense. Let us wait twenty years and see where the boy will be. Will he be still an entry clerk, or a merchant? In mechanical trades there is a fear that such teaching will unfit the boy for tending a nail machine or a shoe-pegging machine. This might be well founded if such trades were to cling to the old minute subdivisions of labor, and the Old World notion that a workman must stick to one trade all his life. A celebrated builder of machine tools once said of one of his lathes: "It will take a man of science to run that lathe." The tendency of all tools is toward complexity, and mechanical trades continually demand more "all-round men," more workmen ready to change from tool to tool, and task to task. The American boy from the new schools will be a master at many trades, because he has been taught to use his imagination, to observe, to use his senses and his mind in a workman-like manner.

The Century Magazine.

"WHAT shall I do to be forever known?"
Thy duty ever.
"This did full many who yet sleep unknown."
Oh, never, never!
Think'st thou perchance that they remain unknown
Whom thou know'st not?
By angel trumps in heaven their praise is blown;
Divine their lot.

"What shall I do to gain eternal life?
Discharge aright
The simple dues with which each day is rife?"
Yea, with thy might.
Ere perfect scheme of action thou devise
Will life be fled;
While he who ever acts as conscience cries,
Shall live, though dead. *Schiller.*

MORALITY IN PUBLIC SCHOOLS.*

BY GEORGE F. MULL.

IN the June number of the *Atlantic Monthly* there appeared an article, with the above title, over the signature of Oliver Johnson. In many respects the article is a remarkable one, and likely to attract wide attention, on account of the apparent boldness with which the writer advocates certain principles which are only too likely to find acceptance with the great mass of unthinking people. And the fact that the writer is careful to say, "I write not in the interest of skepticism, but as one who cherishes a profound belief in God and in Christianity as taught by Jesus Himself," only serves to hide the claw under a velvet cushion, and makes the argument all the more a delusion and a snare.

But let us get at a fair statement of the writer's position, as we have been impressed thereby. He acknowledges, in fair and strong language, the necessity of pure moral instruction in the public schools; but this moral instruction must be totally free from every appearance of religious or Christian instruction; he says, the State has no right to maintain a system of education in which any religious morality whatsoever shall be taught; the only morality which the State has the right or capacity to teach, is a purely speculative or philosophical morality,—a cultivation of the "moral sentiments" (Spencer), in order that the quality of the State's citizenship may not deteriorate and so the Republic be endangered; and, then, to further the teaching of such morality, to devise some means of overcoming the difficulties in the way of establishing some uniform system of moral instruction for the public schools on the broad basis of nature, the writer calls upon all true friends of the schools to arouse themselves and take ground on which they may consistently stand and cöoperate; and finally, he allows himself to hope that "religious men, without distinction of sect, will ere long abandon as unreasonable the attempt to make the public school an agent for religious propagandism, and unite with their fellow-citizens of every class in an effort to make it as efficient in the field of morals as in that of science."

Now we submit that Mr. Johnson might find a great many well-intentioned persons to agree with him in his belief, that the moral nature of children could, in some way, be cultivated without any reference to Christianity or religion of any kind for the purposes of citizenship of passable sort, but, when he advocates the exclusion of all religious training from the public schools of the land, he enters the threshold of our homes, the domain where fathers and mothers are wont to watch over their children with a somewhat more tender solicitude than they could command simply as fit subjects for citizenship of the State. And here we do believe that Mr. Johnson might have some difficulty in attaching to himself any very great following among the good people, for there is still a very wide-spread and somewhat old-fashioned belief abroad in the land, that Christianity involves morality in a very real sense, and that a good Christian makes a good citizen.

We are prepared to say that there is no such thing as practical morality unless it be rooted and grounded in the religious feeling of our human nature. And such religious feeling is planted in every human breast; "we know, and it is our pride to know, that man is, by his constitution, a religious animal; that atheism is against, not only our reason, but our instincts; and that it cannot long prevail." * This needs no proof. The religious instinct of humanity is so universal that we know of no people that is without its religious system, however simple and rude it be. "Amidst the concurrent testimony of political and philosophical writers among the Pagans, in the most absolute state of democratic freedom, the sentiments of Plutarch are too remarkable to be omitted. After reciting that the first and greatest care of the legislators of Rome, Athens, Lacedæmon, and Greece in general, was, by instituting solemn supplications and forms of oaths, to inspire them with a sense of the favor or displeasure of heaven, that learned historian declares that "we have met with towns unfortified, illiterate, and without the convenience of habitations, but a people wholly without religion no traveler hath yet seen; and a city might as well be erected in the air as a state be made to unite where no divine worship is attended. Religion, he terms the cement of civil union and the essential support of legislation." It is in this deep undercurrent of humanity that we must look for the true spring of moral action. Where there is no religion, no sense of the Infinite, no sense

* From an article in the *Reformed Quarterly Review* for October, 1883, by Mr. Geo. F. Mull, of the Department of Public Instruction, Harrisburg, Pa

* Burke: Works of, Vol. III. p. 351.

of the spiritual background of our earthly existence, there can be no sense of responsibility, no proper room for ethical development.* . . . . .

The interest which the State, throughout the civilized portion of the globe, manifests in the education of its people, is only a part of that general policy which seeks the best means for its own preservation, and for the maintenance and perpetuation of its institutions. Education is but the handmaid of Christianity—the means to a glorious end. The State is, therefore, pretty generally regarded as acting entirely within its own proper sphere when it provides for the education of the young by the establishment of free common schools. But it is also pretty generally conceded that mere secular knowledge is not enough even for the purposes of good citizenship; that besides the intellectual training, there must be also a certain moral discipline—an education tending to the development and establishment of character. It is not enough that the intelligence be awakened, and by proper discipline be enabled to apprehend the truth as revealed in the order of the natural world around us, or in the various forms of reason as these confront us in the world of letters and science; the will must be reached, and in some way made to apprehend the good, and thus trained in the exercise of right and duty.

Even "Herbert Spencer," says Mr. Johnson, "has latterly spoken of 'the universal delusion about education as a panacea for political evils,' and declared that the fitting of men for free institutions, 'is essentially a question of character, and only in a secondary degree a question of knowledge;' and he adds that 'not lack of information, but lack of certain moral sentiments, is the root of the evil.'" No one of ordinary intelligence will refuse to assent to the general truth contained in these words. Character takes precedence over mere knowledge. Morality is more useful among the forces of human society, and in the shaping of the world's history, than mere scientific attainments and technical learning. If, then, the State has the right to educate at all, it has the right, nay more, is bound to educate the heart, the affections, the conscience, the will, no less than the intellect and the analytical reason. No system of education can be true to its own proper end and purpose without recognizing this as the ruling idea in its practice. As a matter of fact, liberal culture, the highest form of education, knows no such thing as the separation of the ethical from the intellectual; the two flow necessarily together, complementing each other, and helping to make the man spiritually complete. In a very profound sense, there is scarcely less morality in the intellectual perception of the truth than in the ethical realization of the right and good. Man's completest education consists in the completest development of his physical, mental, and spiritual attributes. Undue stress dare not be laid upon the one to the neglect of the rest; otherwise, a fragmentary and one-sided development would ensue, destroying in so far the man's capacity to actualize the idea of his creation.

Education to be of any real, practical value, must help a man to solve the problem of his own life, to realize the purpose of his own existence, to unfold the thought of the divine mind as revealed in his own creation, to reflect in his own person the image of his Creator. Of course, no one would demand this much of the public schools maintained by the State, although the State must ever be profoundly interested in allowing full and free course to any and every educational movement having this high purpose in view. But we think we have a right to demand, that as far as the public schools go in the education of the young, they shall be as complete and perfect as possible; although necessarily rudimentary and common, they should be in perfect harmony with the true idea of liberal culture. The State must see to it, that the instruction imparted in its schools be not one-sided and fragmentary, that it consists not merely in the conning of rules, and tables, and facts, in the pernicious cramming of text-book knowledge, but that the spiritual nature of the pupils be most tenderly cared for, and the profound and far-reaching interests of the human soul be regarded with some appreciable sense of the responsibility involved.

It is all-important that we should have a clear perception of what is meant by pure Christianity before we can fairly consider the proposition of setting it aside as an inefficient means of moral instruction. We must first prove its inefficiency, before we can reach out for something to take its place. And no candid mind will be satisfied with the statement that it is inefficient because it has, forsooth, been misused in the practice of the public schools, because it has been

* Morality without religion is only a kind of dead reckoning—an endeavor to find our place on a cloudy sea by measuring the distance we have run, but without any observation of the heavenly bodies."—*Longfellow.*

made to consist in "formal and perfunctory exercises," or even because it has been dragged down to the low level of bigotry and the strife of sects. No amount of Bible-reading, formal prayer, or lip-service of any kind, is regarded, nor has ever been regarded, as sufficient for the practice of true Christianity. All such caricatures of our holy religion the Master himself condemned in unequivocal terms; but He by no means considered it necessary to include in the condemnation the holy religion itself, as seems to be the tendency now-a-days. Because a good thing is capable of abuse, must we therefore abolish it? Were it not better to correct the abuse itself? So it might be well to set ourselves the task of correcting what is wrong in the *modus operandi* of teaching the system of Christian morals, as already in vogue to so large an extent in the common schools of our land, rather than to set our heads together for the production of a new system that is to be purely human, purely rational, and purely secular.

At any rate, we may well pause before we seriously consider a question which unmistakably involves the expulsion of Christianity from our public schools, for no better reasons than such as would suffice to drive it from our families, our churches, and our land. To say that the Christian training received in the family, the church school, and the church itself, would be a sufficient safeguard against the danger of skepticism, rationalism, an irreligion so generally apprehended from any and every unchristian system of morality, is only to say that Christianity is, after all, the only true source and basis of a sound, practical morality, and that there is no good reason why it should not be recognized as such in the public schools.

We are sure that the sense of moral duty as exercised by the multitudes of Christian believers comes not by the solution of "theological problems and supernatural mysteries;" no more does it come by rational speculation and intellectual processes; but rather it comes along with the conviction of faith, that "I am not my own, but belong unto my faithful Lord and Saviour Jesus Christ." "To fear God and keep his commandments is the whole [duty] of man," and all human learning has true significance only as it is an utterance of the divine wisdom. As the intelligence in no sense creates scientific truth in its various forms, but only apprehends it by virtue of its spiritual powers, so neither does the will in any sense create the good, but only brings it to pass in finite and relative form, as it already exists in the eternal purposes of the Infinite and Absolute. The highest form of good, then, is that in which the human will and the divine become identical, fully correspondent one with the other in act. "Lo, I come (in the volume of the book it is written of me), to do thy will, Oh God." "Not my will, but Thine be done."

Therefore, it seems utterly unreasonable to talk about morality as having its source in anything but the supernatural; and we confess we cannot understand Mr. Johnson when he says "religion and morality have a common source in that human nature which is made in the image and likeness of God, and that the latter may be cultivated by itself, without reference to that supernaturalism which forms so large a part of the current religions." How can that be regarded as a common source which necessitates a reference to supernaturalism in the one case and not in the other? Or does the writer mean to imply that it is a mistake that supernaturalism should form any considerable part of religion? But we do not wish to quibble, only it does seem strange that a man who professes faith in Christianity, should feel obliged to derive his moral principles from any lower, any less infallible source than the Incarnate Word. "I am the Way, the Truth and the Life." "The Saviour said, 'Suffer little children to come unto Me;' He did not consider it necessary to send them first for lessons in morals to the schools of the Pharisees, or to the unbelieving Sadducees—nor to read the lessons and precepts phylacteried on the garments of the Jewish priesthood; He said nothing of different creeds or clashing doctrines; but He opened at once to the youthful mind the everlasting fountain of living waters, the only source of eternal truths."

We are not of those who decry the schools as godless, because they are not outwardly and formally religious—and our schools, in the main, do not deserve to be so stigmatized; but where there is no recognition of God as the absolute reason of the universe, of man and all that concerns him—where all the instruction is not sanctified by constant reference to the divine spirit of absolute truth—where there is no sense of the presence of supernatural powers and realities, in the bosom of which the natural and finite forms of existence continually find their own proper interpretation and reason—where there is no steady purpose of subordinating

human learning to the higher interests of human faith in the promises of the Gospel to eternal salvation—where there is no prayerful sense of dependence upon the overshadowing providence of the Most High—and, especially, where there is all the while being made a studied effort at excluding in any recognizable form everything partaking of a religious nature—where this is done, we may as well call the thing by its right name and pronounce it a godless proceeding. And, if these be prejudices, rather than convictions and principles, which we are asked to relinquish, we feel obliged to say that our prejudices are our principles; and we are prepared to stand by them.

A devout and pious nature is best cultivated by devout and pious practices. An earnest prayer to the God and Father of our humanity, at the opening of the school, can certainly not make the study of grammar and arithmetic any less profitable, but may go very far towards cultivating a habit of reverence for things sacred and holy, which few will dispute as an important element in human character. We are bound to do all we can towards developing the child's ideas of duty into the glory of positive, practical and unfailing virtue. "Seek ye first the kingdom of God and His righteousness." And it is a most flagrant begging of the question when Mr. Johnson holds up "the example of Jesus, who neither prefaced nor concluded one of His public discourses with prayer." As if the whole life of the Saviour was not one continuous prayer! Certainly the writer cannot mean by this to convey the impression that the office of public prayer has no sanction from the Saviour? If so, we can only say that the great mass of Christian believers think otherwise, and are to be trusted for holding fast to the propriety, efficacy, and sanctity of prayer. Nothing seems to have a clearer title to Scriptural warrant than just this practice. "Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God."

Again, when he asks, "will the sticklers for religious ceremonies in the schools condescend to tell us how many lessons may be learned, how many classes recite, before the teacher must either stop to offer a prayer, or suffer his school to lapse into a condition of godlessness?" he mistakes entirely the character of the Christian instruction demanded for the schools. Neither the flippancy nor the sneer of such a query will convince anybody. We have already intimated what the nature of the Christian instruction for the schools should be. "The kingdom of God cometh not with observation: for, behold, the kingdom of God is within you."

What is most especially needed for the proper nurture of children is a constantly surrounding atmosphere of Christianity, so that they may not have their young souls hardened into unbelief, and their budding lives immersed in the things of this world. They should have impressed upon their hearts no lower motive for right thinking and studying, than for right doing and living; and we know of no other way to do this than to hold up to them, early and clearly, the true end of life—its purpose in the world for good. How can this be done excepting through the means of grace as ordained of God in the Christian religion? We know of no higher form of immorality than the presumption of the human reason to put the will in bondage, and make itself the norm and rule of conduct; and so we know of no higher form of morality than where the reason, informed with intelligence, becomes, through the bond of faith, the ready servant of the will that bows in humble submission to the divine. Such a morality perfects our manhood, ennobles work, sanctifies learning, and purifies every relation and transaction of our life; and is fit for the family, the school, the community, the state and the church.

We have no detailed system to present. This has not been our object. We have been concerned only to bring into view what we firmly regard as the only safe and abiding principles to be adhered to in any system of education that is to have any permanent value for the formation of solid character. The dangerous fallacy underlying every attempt to construct a system of morals upon any other basis than the person of Christ, cannot be too often or too completely exposed. Neither Mr. Ingersoll, nor anybody else, can separate the "morality of the gospels" from the Gospel itself, as a revelation of the Divine, and accept it "as the law of life," without accepting, at the same time, the Life itself. It reminds one of the folly of the defaulting bank cashier who reposed his honesty in his Sunday-school Superintendency. Men want the substance, not the semblance—for the reason, concrete truth, and not abstract formulas—for the body, food, and not laws of digestion—for the will, the embodiment of the absolute good in actual form, and not a system of scientific morality—for the entire personal being, a personal Saviour as the surety of everlasting life, and not philosophical speculations about the soul and immor-

tality. "When the foundations of a building are sapped, we should seek rather for architects to reconstruct the whole edifice, than for artists to adorn the walls." As men get nearer Christ, they get nearer a face-to-face comprehension of their duties to their Maker, their fellow-men, and themselves; and no system of education—least of all a State system—can safely leave this out of account.

CORRECT SPEECH.

AMONG the common errors in the use of language are these: The mis-pronunciation of unaccented syllables, as terruble for terrible; the omission of a letter or short syllable, as goin' for going, and ev'ry for every; and the running of words together without giving to every one a separate and distinct pronunciation.

I know a boy who says, "Don't wanter," when he means, "I don't want to;" "Whajer say?" when he means, "What did you say?" and "Where de go?" instead of, "Where did he go?"

"Sometimes you hear, "ficood," instead of "if I could;" "Wilfer can," instead of "I will if I can;" and "Howjer know?" for "How do you know?" "Chout," for "Watch out!"

And have you never heard "m—m," instead of "yes;" and "n—n," instead of "no."

Let me give you a short conversation I overheard the other day, between two pupils of our high school, and see if you ever heard anything similar to it.

"Wherejergo lasnight?"

"Hadder skate."

"Jerfind th'ice hard'n'good?"

"Yes, hard'nough."

"Jergoerlone?"

"No; Bill'n'Joe wenterlong."

"Howlate jestay?"

"Pastate."

"Lemmeknow wenyergoagin, woncher? I wantergo'n'show yer howterskate."

"H'm, ficoodn't skate better'n you, I'd sellout'n quit."

"Well, we'll tryeronc'n' seefyercan."

Here they took different streets; their conversation ceased. These boys write their compositions grammatically, and might use good language and speak it distinctly if they would try. But they have got into this careless way of speaking, and make no effort to get out of it. Whenever they try to speak correctly they have to grope their way along slowly, and their expression seems forced or cramped, as though it were hard work for them to talk.

Almost every one talks enough to keep well in practice, and those who try to speak correctly on every occasion soon find that the practice makes it just as easy for them to use the best language at their command as to use the most common.

Try it, boys, and see if you cannot make some improvement. Keep a close watch over your conversation, and when you discover any habitual error, drop it and substitute the correct word, phrase, or mode of expression. You will find that it will sound much better, and be just as easily spoken. And, as you get older, and enter a different and wider circle of society, you can have acquired for yourself a command of language and a correctness of expression of which you need not be ashamed.

Christian at Work.

THE OAK.

PHENOMENA OF PLANT-LIFE.—NO VII.

CONCLUDING PAPER.

TREES constitute an order of nobility; for nature has its aristocracy as well as mankind. If there be "ancient and noble" families in a nation or a community,—still older, and inheriting yet more dignity, are the families of living things by which man is encircled, He can claim no honor on the score of descent or genealogy that is not already merited by some patrician of the world of plants; and this not so much because trees are the same to-day that they were in the beginning, as by reason of their absolute excellence, their serene and invulnerable perfection.

Trees are sanitary agents in the economy of the world we live in. By the process of "assimilation," which means the abstraction of carbon from the atmosphere, in order that in due time, and through certain vital processes, it may be converted into wood and other vegetable substances,—by the process of "assimilation," we say, trees, through the medium of their leaves, preserve the air in condition fit for human breathing. Herbaceous vegetation greatly contributes to this great end; but the result is mainly referable to arborescent plants, their size and extent of leaf-surface being so prodigiously great, when compared wirh that of the former kind. We little think when we inhale the fresh air, and quaff it upon the hills, like so much invisible and

and aerial wine, that its purity and healthfulness come of the glorious trees. But so it is. Nor have we merely the trees of our own country to think of and be thankful to. The air that we breathe in England to-day has been purified for us perhaps a thousand miles away. If the wind blow from the north, we may be grateful to the Scandinavian birches; if from the west, it is quite possible that the magnolias of North America may have helped to strain it; if from the south, were it gifted with language, we might hear a tale of Indian palms. Every tree in nature makes itself felt in the good it does the air,—a beautiful return for the new loveliness it receives when its branches and foliage are stirred and fluttered by the breeze.

Trees supply man with every species of useful article, whether of nourishment, or of clothing, or of medicine, and with timber to construct dwellings, and to build ships with, so that even the sea shall be a highway. Not that any single kind is of utility so multiform. Fruits are supplied by some, as the olive and the fig, the cocoa-nut and the date; the delicate inner bark of the paper-mulberry furnishes the inhabitants of the South Sea Islands with materials for their simple apparel; medicines are afforded by innumerable species, and "wood" and "tree" are words almost synonymous. It would be foolish and presumptuous to say that man could not exist without trees, because, were there no such productions in existence, the Infinite Benevolence would supply his wants through some other medium. But constituted as man is, and established as trees and their functions and properties are, it is plain that the present exquisite order and harmony of things in respect to man's welfare, are most intimately and inseparably identified with trees. Thus, that when we would consider man and his privileges, the amenities and the enjoyments that encircle life, the comforts and the ornaments of his home, we cannot possibly do so, if we would give all things their fair place, without keeping trees also constantly before the mind.

Trees are indispensable to the picturesque. A great mountain, or an extended plain, may have grandeur, though devoid of trees; and it is easy to conceive of richly-cultivated valleys, covered with crops of corn, or unrolling infinite reaches of green pasture, and at the same time without a tree, except a little one here and there, just sufficient to serve as a landmark. But in the absence of trees, none of these places could be *picturesque*, in the full and proper sense of the word. The trees break the outlines; they give variety of colors, movement also, and shadows, and touch the imagination with agreeable sense of fruitfulness; or if they be timber and forest-trees, with the idea of nobleness and grandeur. They are to the landscape what living and moving people are to the street, or to the interior of the hall or temple,—an element that *may* be dispensed with, but at the expense of the finest and most impressive influences. We may be overpowered by the stern and solemn grandeur of a treeless waste, especially if it be composed of mountains; and the sensation is one that gives a variety not unacceptable to our experiences of external nature; but the scenes that come home most closely to our sympathies, and that have a perennial hold, are those that are enriched by the abundance of their trees.

Poetry finds in trees no little of its sustenance. From the most ancient poets downwards, all verses that have immortality in them, abound more or less with allusions to trees, finding in them either images for the events,—both glad and sorrowful,—of human life, or emblems, in their higher nature, of what pertains to the heart and mind. The "Language of Flowers" would be incomplete did it not include the "Language of Trees," since trees are adapted, by their original and inalienable constitution, to serve as metaphors for almost everything great and good, and wise and beautiful, in human nature. Hence the countless citations of trees in Holy Writ, wherein the cedar and the fir, the vine and the olive, the palm and the fig, are a portion of the ordinary vocabulary,—not mentioned arbitrarily, or as a sportive act of the fancy, but on account of their being the absolute representatives and pictured forms in the temporal world of the high and sacred realities that belong to the invisible and eternal.

Because of these admirable attributes and characters of trees, we purpose in this series of papers to examine somewhat closely into their nature and life-history, marking out the features and physiognomy of such kinds as belong to our own island, and inquiring into the specialities that give them their several places in art and poetry. For a tree is not merely an oak, or an ash, or an elm. It has qualities for the imagination and the heart, moving men in its own way, and vindicating prerogatives that are peculiar to it. The mind of that man grows up very differently who in his youth is accustomed to contemplate oaks, from that of him whose boyhood is spent near pines and firs.

Where evergreen trees prevail, and are a daily spectacle, a very different frame of mind is induced from that existing where the branches are leafless throughout the winter. As the stars and planets, from the inaccessible altitude of their sweet lustre, make the heart great by the contemplation of them; so, after the same manner, imposing and magnificent trees, whose branches, when we go beneath, seem the clouds of a green heaven, have a power of ennobling and elevating the soul, such as all who have lived among such are more or less clearly conscious of, and which is totally impossible to little ones.

In England, the trees are all of the class called "exogenous," that is to say, they have numerous and spreading branches; the leaves, when held between the eye and the light, are found to be marked in every portion by a delicate network of green lines, technically called the "veins;" and upon the outside of the trunk there is bark, which can be removed like the peel of an orange. When one of these exogenous or branching trees is cut down, or if a branch be lopped off, the exposed surface, on being smoothened horizontally, shows elegant concentric circles, surrounding a central point, which in young parts of the tree indicates a column of living pith. The concentric circles announce the age of the tree or branch, which is just as many years old in that part as there are rings. In its earliest stage, or while only in its first season of growth, the stem of the seedling tree consists only of pith and an enclosing skin. Woody matter is gradually prepared, and this becomes deposited in a layer between the pith and the skin, which latter now assumes the solidity of bark; and should the stem be cut though at Christmas, or at the end of its first year, the first of these annual rings will be plainly visible. Every successive year this process is repeated. With the opening of the leaves in spring—for it is the leaves that really effect the work—the preparation and deposit of a new layer of wood is commenced, so that by the close of the second season there are two layers: by the close of the third season, three layers: and so on as long as the vital lease of the tree endures. The bark is simultaneously renewed, enclosing a larger mass every year.

This mode of growth is prettily illustrated in the spreading of the little wave-circles upon the surface of still water. Standing on the margin of some lovely lake or mere, and looking at the blue sky and the white clouds that are reflected in its clear bosom, how often the fairy spectacle is broken in an instant by the wing of some light bird that, skimming through the air, just touches the surface and sweeps onwards. But the effect of that touch is to cause circle after circle of tiny wavelets to move away from the spot where the touch was given, and as far as the eye can reach the beautiful phenomenon is continued. Just like this succession of wave-circles is that of the annual wood-circles of a tree, only that on the water we have only an evanescent effect, while in the tree there is new substance and solidity. The mode of growth and the phenomena referred to are denoted by this word "exogenous," which is literally no more than "expansion outwards."

Very different are the mode of growth and the internal condition of the trees called "endogenous." These show no distinction of bark, and wood, and pith; they are destitute of branches (except in a few very curious and exceptional instances); and their leaves, which are inconceivably enormous to any one who has never seen leaves larger than those of English trees, are produced only upon the summit of the stem. They are chiefly represented in the illustrious tropical productions known as palm-trees,—those soul-moving emblems of the south and east,—and in England are only seen in large and costly conservatories, where room can be afforded them to lift their great green pride on high. Even than we only see them as juveniles, no possible structure of glass being competent to shelter them when full grown except in the case of some of the more dwarf kinds.

It is among the exogenous trees, accordingly, that in England we find our delight. It is these which form the sweet and solitary arcades of the forest; that are the homes or the resting-places of the birds; that shelter us from the storm, and temper the heat of the sun; whose trunks are embossed with tender creepers of green moss, or hidden by the activity of the innumerable and ubiquitous ivy;—it is these that are so lovely in their youth, so venerable and patriarchal in their old age; these that stand still in quiet dignity while we talk of fourscore as a wonderful lifetime, and for their own part watch the rise and fall even of nations. For the nature of an exogenous tree being to expand and enlarge *externally*, there is of course no physical limit to the diameter it may attain, or to the number and massiveness of its boughs and branches, or to the multiplication of its twigs and leaves; and should the lease of life allowed

it in the Divine economy be considerable, as happens with certain kinds of mimosa, and with many of the pine and cedar kind, it may go on growing for ages, and after a thousand years be still in the full vigor of its existence. Hence it is that the grand scriptural image acquires such richness and force—"As the days of a tree are the days of my people." Hundreds of trees are standing at this moment in America, some in California, others in Brazil, that were alive when those words were written, and with a grasp upon life and the earth that seems to assure them a period of which they have perhaps no more than passed the middle.

England possesses multitudes of endogenous *plants*, though no endogenous *trees*. Lilies, grasses, rushes, are all structurally of the same nature as the palm-trees, and now and then they give us a pretty prototype of the palm; but the *beau idéal* of the endogen, as said before, belongs to the equinoctial regions. It is a proud and inspiring thought for us nevertheless, that art and the skill of the gardener allow us the sight of them. By virtue of our hothouses and conservatories, we who live in this age are introduced to the vegetation of every part of the world, without the trouble or risk of departing either long or far from home. England, which stands midway between extreme cold and extreme heat, with a surface that embodies in miniature every element and ingredient, except the volcano, that gives variety and sublimity to the face of the earth;—England, through its art and science, is the EXHIBITION of the whole world. We need but ask for Saloon A, or Saloon B, and all that the heart can desire is displayed to view. Kew; Chatsworth; if we cross the Tweed, Edinburgh; and Dublin, if we make our way to the green isle, show collections of palms, among other things, that amply inform us as to their wonderful nature. In these glorious places we see the tropical regions as in a concave mirror, or in a stereoscope, with the added charm that all around us is alive.

Foremost among British trees, alike in grandeur, utility, length of life, and amplitude of association, stands the Oak,—that famous production which even in the days of Homer was a time-honored proverb for strength and endurance. "Thou," says one of his heroes in the Odyssey, to a man who quailed, "art not made of the oak of ancient story." In England this noble tree is found under many different forms, the contour, the endurance of the foliage, the figure of the leaf and acorn, varying considerably more than the unobservant of minute particulars would ever suppose. All the varieties are resolvable, however, into two principal ones, and these two are so nearly connected by intermediates, that it is probable the oak of old England is after all very like a human face,—presented under innumerable profiles and complexions, but always and everywhere the same good old-fashioned combination of features that was possessed in the beginning. The two principal forms are the wavy-leaved oak and the flat-leaved, called respectively by men of science, *Quercus robur* and *Quercus sessiliflora*. The former is distinguished by its remarkably tortuous branches, and the irregular disposition of the foliage, every leaf lying in a different plane, and the whole presenting an aspect of great massiveness.

Leaf-stalk there is scarcely any; the acorns, on the other hand, are borne upon peduncles of several inches in length. Individually, the leaves, as expressed in the name, have a strong tendency to be wavy in their surface and outline. The flat-leaved oak differs in its compact form, and strong dispositiou to roundness; the branches are more horizontal, the leavcs lie in parallel planes, and individually are flat, and with rather long stalks. In spring, we may further observe that the leaf-buds are larger; and in autumn that the acorns are shorter and broader than in the other, and that they are almost or totally destitute of peduncles; if present, the peduncles are stout, not slim and delicate as in the wave-leaved. These are distinctions very easily made out. To trace them is at once an agreeable and instructive occupation for half an hour, when we go into the country for a day's enjoyment. Nor does it end in the simple discrimination of two different things; for the wave-leaved oak has the reputation of being a more excellent tree than the other, while the flat-leaved is considered better adapted to excite ideas of the picturesque.

A glorious spectacle is that of the oak in the month of May, when its amber-tinted buds stud the tree like so many jewels. They do not open hurriedly, like those of the sycamore or the horse-chestnut. From first to last, the life of the oak seems characterized by placidity. It lives so long that it can afford to be leisurely in all its movements, and at every season alike expresses dignity and calmness. In a little while, when the young leaves are half-expanded, come the flowers, though not such

flowers as we use for bouquets. Nature has other ways of fashioning flowers than after the model of the rose or lily. To note them is one of the great rewards and charms of Botany,—which does not mean calling plants by Latin names, but exploring the wonderful nature of their various parts, and how exquisitely they are fitted for their several uses and destinies, and then comparing them with other forms of leaves and flowers, and discerning step by step that nature is all one song, but coming forth in countless tones, or rather like a grand Oratorio, where we never have two parts exactly alike, yet everywhere repetition and reverberation to the ear that knows how to listen.

Flowers are not necessarily sumptuous, and fragrant, and brilliant-hued, in order to *be* flowers. The idea of a flower implies simply an elegant mechanism for the production of seed, and that this be large or small is of no more importance than that the heavenly teachings should be printed in one kind of type or another. It is worthy of note also that the great timber-trees of the North are remarkable, as a rule, for the insignificance of their flowers. The short-lived vegetation of the field and garden seems decked with its sweet flower-brightness in compensation. Where our hearts are to be lifted up in admiration of strength and patriarchal majesty, the allurement of flowers can be dispensed with. Those of the oak, as said above, make their appearance contemporaneonsly with the young leaves, and under two different forms. First, there are innumerable yellowish tufts and fringes depending from near the extremities of the twigs; among them are the tips of the rudiments of the future acorns, scarcely larger than the head of a pin, and of a deep red color.

The oak is thus one of the trees in which the distinction of sex is strongly marked. All plants express, in some way or other, the omnipresence in organic nature of masculine and feminine. But it is not always palpable to the eye. Some philosophers consider that where it is most plainly shown, we have a nearer step towards perfection of structure; and on this ground regard the oak and its congeners as far more noble in the scale of vegetable life even than apple-trees or vines. Acorns would never be developed from the rudiments in question, were the tasselled fringes not to coöperate, and contrariwise the tasselled fringes would yield no acorns. Summer aids the development; then comes serene October, and the pretty embossed cups, round as a bubble upon the water, holding them up awhile, as a young mother holds up her child, cast them to the earth in kindly largess. But although the acorns may sprout where they fall, none grow to be even saplings beneath the shade of the parent. Only those that are carried to a little distance become oaks. And this has been observed to be largely through the instrumentality of squirrels. So beautifully are the necessities of the various realms of nature harmonized one to the other. The little quadruped fulfils an instinct proper and needful to its own existence, and in so doing, contributes to the perpetuation of the tree.

Representatively,—that is, as viewed by the light of poetry, which means, in turn, by the keenest insight of the mind, that penetrating below the surface, and beholding the centres of things, brings out their highest value, that is to say, their Significance,—representatively, the oak is strength, endurance, and dignity, holding the same place among trees that the lion does among animals, and the eagle among birds. Hence we find it many times referred to in Scripture, and always in connection with what is understood to be permanent and enduring, —as when the tables of the law are described as having been set up against an oak, to signify that the law was given to last forever.

It would be a very trifling piece of information for the dignity of Scripture to communicate, if it were no more than the bare physical fact that the tables were placed against an oak. Scripture always *means* something,—it does not simply speak. It is not a book of words, but of ideas, speaking for all time; which kind of language comes of the facts that it records being not simply literal but representative. It is literally true, without doubt, that the tables were placed against an oak; it is no less true that an oak was chosen because of its symbolic meaning for all ages. The poetical character of the oak is beautifully acknowledged again in the time-honored allusion to the defenders of our country as "hearts-of-oak." No one disputes the fact that our sailors are made of this capital material; yet how absurd the statement, if taken in any other light than that of poetry! This shows that although much that holds the form and outward show of poetry may be unmeaning and silly, the inmost and true spirit of poetry finds a response in universal human nature, and that its genuine language never needs interpreting.

OUTSIDE OF SCHOOL HOURS.*

BY MARGARET HOFFMAN.

TWENTY-FOUR hours make one day, and this time is ours to use as we deem best, regardless of profession or employment. All honest men and women aim to so employ their time that the work they engage to do may be done in the best possible manner; and the more responsible the work, the greater should be the devotion. The teacher is no exception to this rule, and if she would succeed she must give her whole self to the school and its work, endeavoring by all possible means to make her work instructive and entertaining, and to lead her pupils to higher planes of thought and feeling.

The true teacher has not as much spare time as is generally supposed. There may be some who can lock the school room doors five minutes after the close of the session, and give no further thought to school and its duties until they arrive next morning, just in time to ring the bell; but these are not of the number who remain in the work for years, teaching successfully class after class, and making each year's work better than the last. Thousands of women are engaged in this great work, and the hearts of many of them—may we hope most of them?—are in the work, and, if this is the case, there is no need of telling them how to employ their time. They know their needs and their strength, and they are always found where duty calls, conscientiously doing whatever their hands find to do. The good teacher may safely be trusted to employ her time to the best advantage; but so many young persons enter on the work of teaching every year that the discussion of this question may open up to them new lines of thought, and show them some of the dangers of the profession. Let us hope that it may be so in this case.

Much more time is spent in the school room than most persons realize. Even one of our prominent educators asserts, in print, that the American schoolmistress, in city and country, has two whole days and ten waking hours every day outside the school room; and if he, with all his experience, makes such an assertion, can we wonder that those who know nothing of the internal working of the school-room make a similar mistake? Six hours is the time required by law for school to be in session each day; but while that may be the limit of time spent in actual teaching, it is not by any means all of the time the teacher needs to spend in the school-room. In the morning she must be present fully half an hour before school calls, and if fires are to make and tend, this is not sufficient during part of the year. At noon many teachers are required by the Board of Directors to remain and take charge of the school and playground during that hour. If she goes home it is only to hurry there and back again, and all the spare time is necessary to prepare for the work of the afternoon. When school is dismissed at night, many things still remain to be done. Lessons that have been missed must sometimes be recited; perhaps a pupil or two must be talked with and advised, or some one wishes to see and talk with the teacher alone. Numberless, and often apparently trivial, things occupy another hour, and by the time the teacher reaches home, six hours have lengthened into nine. Meals will take another hour, the toilet may require another, and a third hour should be devoted to recreation and amusement of some kind; and now twelve hours of the twenty-four are accounted for. Allowing eight hours for sleep, and no teacher should try to do with less, four hours remain to be disposed of as the teacher sees best. Part of this time must be given to the review of the work of the day, and to the preparation of lessons for the morrow, and in district schools, where there are all grades, this is no small task. Papers are also to be examined, sometimes reports must be made out, and, before the teacher realizes it, a couple of hours are spent.

Teachers who are not yet through with their examinations should spend five or more hours every week on the branches in which they are to be examined, taking up one study at a time and thoroughly reviewing it. The aim of the teacher should be to complete her examinations as soon as possible, that other studies may be taken up and pursued. Shame on a policy that refuses to give a number one certificate for a number one examination, simply because it is the first time examined and the applicant has never taught! Make the standard high, if you please, but if that is once reached say so; make the certificate an honest one, and excuse the holder ever afterward from examination in those branches. If this were the case, it would be an incentive to pupils expecting to teach, to seek a high grade of certificate before entering on their work.

*To this Essay, "How can the Teacher best Employ her Time outside of School Hours?" the West Chester *Local News* awarded the second prize, at the recent session of the Chester County Institute.

After this examination is passed, and before the professional certificate is obtained, require a course of professional reading. We would have better teachers for this study, and it would be much better for the profession. Lack of this knowledge causes many a failure among those who should have been successful; and teaching will never rank as it should among the professions till there is systematic study of the history, science and art of education. No matter how much experience the teacher has had, there is always need of this professional reading, and as she reads of Socrates frequenting the public walk and gymnasiums "to prattle without end," Pestalozzi and his object lessons, Frœbel and his child-garden where he lived with his children, or of Francis W. Parker and his celebrated schools at Quincy, she cannot fail to imbibe the spirit of the great teachers of the past and present, and teach better for having made their acquaintance.

Educational papers should be taken and read, in order that the teacher may know what is going on in the educational world. Teachers often say they do not take a paper because they do not get anything practical; they say they want something they can use. Are methods the only subjects necessary to be discussed? No, no. Teachers need to know what the best men and women of our own and other countries have to say about the work in which they are engaged, and what is being done in different sections at the present time. Methods are necessary, but the true teacher does not need to be told just how to present the lesson she has prepared for her class. The methods we grind out in our own mind, that are born of necessity, are the ones with which the teacher will best succeed.

Teachers need recreation, and they cannot do their best work without it, so one evening a week she should lay aside school work, as far as possible, and forget for a little while that she ever filled the position of teacher. It was said by the great actor, Mr. Sothern, that he devoted a portion of each day to reading and reciting good English in order to prevent the senselessness and frivolity of Lord Dundreary from becoming a second nature with him; and the teacher should be equally on her guard against the evils inseparable from the daily contact with immature minds. Those who fail to do so are pretty certain to become narrow-minded, intolerant of contradiction, and dogmatic in manner. This narrowing influence should be neutralized by mixing in the world of men and women, and casting aside childish ideas after school hours; so she should make the acquaintance of the best people in her district and mingle among them. In this way she will greatly help herself, by widening her circle and broadening her view of the world and its work, and at the same time she will often benefit others.

A course of general reading should be pursued by all teachers. Some may find more time than others, but all might usually read four hours a week. The habit of reading works on history, biography and literature, should be formed and steadily adhered to through life. Indeed, it is the work of the school to form this love of good books in all its pupils, and the teacher must be able to lead in the matter. Fall into the habit of spending some time every day with a good author, and let this time be uninterrupted by family conversation and distracting circumstances. All day long there is an effort to attend to more than one thing at a time; and unless a teacher realizes this early there is great danger that the power to concentrate her mind on one thing will be greatly lessened. Acquaintance with good books is a necessary accomplishment of the teacher, for we live in a reading age. Unfortunately, many of the books which now flood the country are not the best for our young people to learn to love. Many pupils have no one to assist them in the selection of their book companions, and the teacher should be able to give the much-needed guidance and direction. Many a pupil has been helped in his choice of books by a faithful teacher, who spoke perhaps only a word—but that word, dropped in the good ground of the child's heart, influenced his whole after-life.

Teachers have Saturday, I think I hear some one say, and so they have; but on the salaries that many of them receive it is necessary to enable them to make both ends meet at the end of the year. Those who live at home have household duties to perform; sewing and mending must be done, and occasionally a teachers' meeting requires part of the day. Ask the teachers at this Institute how they spend their Saturdays, and you will find that is a busy day with most of them, and that a goodly number of them devote a part of Saturday to school work.

The Sabbath day with its rest dawns for all, and in one day out of seven there are no professional demands made upon the teacher; but many of them may be found in the Sabbath-school among the faithful ones who are always ready for every good work.

The lesson is changed, but the work is the same, and as she tells the sweet stories of the Bible she helps those boys and girls to walk in the narrow way, and she catches some of the inspiration of the Great Teacher who went up and down this earth doing good.

Say what you will, teaching is not easy work, if well done. It may not require much muscle, but it does require great endurance. Compelled to work much of the time in closely ventilated rooms, and to hear recitations and attend to pupils at the same time, the strain on the mind is constant and much rest is necessary. Much mental work cannot be done by the average teacher, for often when the regular school-room work is done the teacher is worn out. Young teachers do not realize this in the bright flush of early womanhood; but be not prodigal of your strength now, or ere you teach a half-score of years you will find that your nerve-power is gone. Many a broken-down teacher may trace her failure to over-work and insufficient rest, when if she had yielded at first to the demands of her physical nature she would not have been obliged to discontinue her profession. Sleep is one of God's best gifts to men and women, and the teacher needs to sleep as much as possible. If you rise in the morning unrefreshed something is wrong; look within and find out what it is, then lay aside all unnecessary work and sleep all you can for a few days. The world will seem a brighter, happier place to you from having had this extra repose.

How much a teacher should do outside of school duties, allow her to decide for herself. She knows her strength better than any one else, and she has no right by extra work of any kind to unfit herself for the performance of her school work. No amount of outside work, however commendable it may be, or however faithfully done, will atone for neglected school-room duties. Times may come when extra work seems necessary, for we are all so situated that we cannot live for ourselves alone. Once the extra demand on the time is removed, see that by extra rest the loss is made up as soon as possible.

The teacher should always be a good member of society; so accord to her the same privileges that you do to other women of your acquaintance. Because she teaches school for the modest sum of $350 or $400 a year, you have no right to dictate how she shall spend her time or money. The more she mingles in society the better it will be for her: so she should try to attend an occasional lecture or concert; take part in the missionary society or church lyceum; attend the prayer meetings and services of the church; in short, go where duty seems to call and strive to be a better teacher for every pleasure enjoyed. An isolated life is not half so productive of good influences.

When pay stops and vacation begins she should go away from home and friends, too, if possible, and enjoy a season of rest and entire change, and thus meet people who have other interests than her own, and be benefited by the change,—forget for a little while all about work; and this time should be given up entirely to social pleasure and enjoyment. This thorough rest will insure, to the boys and girls who come trooping back to school some bright September morning, a warm welcome.

The teacher has her trials, and so has every one else; but it is a blessed thing to feel that the responsible task of teaching and training is delegated to us, and that our hands are helping to form the men and women who are to make our country what we hope it shall be. May we, with strong hands and willing hearts, do and dare for the great cause that lies near the true teacher's heart.

"WANTED—A BOY."

Wanted—A boy to run errands and make himself useful.

OUT came Mr. Peppergrass, with his cap on the back of his head and his spectacles pushed high up on his forehead, to wafer this written notice on the side of his store. And five minutes afterward (it might have been less, or it might have been more) a crowd of eager little lads assembled around it, standing on tiptoe to read every word.

Johnny Jarvis had just been discharged from his place as cash-boy in a dry-goods store, because business was dull and customers were few.

He was a fine tall boy of twelve, with bright black eyes and a laughing mouth, and he didn't at all like having nothing to do.

Charley Warner wanted a situation, because there were a good many little Warners, and nothing to feed them with since their father died.

Louis Brown had been out of regular employment ever since the china factory closed last fall.

For these little fellows belonged to the innumerable army of boys who cannot play and enjoy the hours as they go by, but must work and drudge, and count every day lost that does not bring in its corresponding wages.

Children, did you ever think how hard the world is on these poor little toilers?

It was not long before Mr. Peppergrass's store

was full of boys who wanted to "run errands, and make themselves generally useful."

Big boys and little boys, tall boys and short boys, well-dressed boys and shabby boys—boys who leaned up against the flour and potato barrels, as if they had left their back-bones at home; boys who stood straight up—boys who took off their caps, and boys who kept them on. and still they kept coming.

"Hold on!" said Mr. Peppergrass. "This will do."

So he took down the notice and bolted the store-door.

"Now, I will proceed to business," said Mr. Peppergrass, rumpling up his hair and adjusting his spectacles so as to make his keen, gray eyes sharper than ever.

A few penetrating glances, half a dozen questions, and the number of boys was speedily reduced to our three little friends, Johnny Jarvis, Charlie Warner and Louis Brown.

They were all three willing and anxious to work; all three brought good recommendations, had honest faces, wanted to enter on the situation at once, and wrote neat, round hands.

"Humph! humph!" said Mr. Peppergrass, with his hands locked under his coat-tails behind. "There's three of you, and I can't find work for three boys!"

The little lads said never a word, but looked eagerly at the grocer, each one hoping that he might be the one selected "to run errands and make himself generally useful."

Mr. Peppergrass stared hard at the spice boxes and preserve bottles in the window, frowned at the cracker boxes, and finally made up his mind.

"Brown," said he.

"Sir!" said Louis Brown.

"I'll try you on a few sums. I want my boy to understand the first principles of arithmetic."

"I'm good at figures, sir," cried Louis.

"Are you?" said Mr. Peppergrass. "Very well; I'll give you a trial."

He wrote down a labyrinth of figures on a slate, and then opened the door of a little room which communicated with the store.

"Sit down here, Brown, and work out these sums," said he. "I'll come to you in a few minutes."

Johnny Jarvis and Charlie Warner looked blankly at each other, then at the grocer.

"Please, sir, what are we to do?" said they.

"You are to wait," said Mr. Peppergrass, shortly. "Your turns will come in due time."

The sums were not especially hard, and Louis Brown was quick at figures. He soon dispatched his task, and began to look around.

It was a stuffy, close-smelling little room, with one window close up to the ceiling, and a curious old-fashioned book-case or desk with glass doors, lined with faded red silk, in the corner.

"I do wonder what Mr. Peppergrass keeps there?" said Louis, to himself; and after he had wondered a little while, he got up and went softly to the desk. "The key is in the lock," said he; "there can't be any harm in looking. Perhaps there are story-books, or maybe curious shells and stones, or—"

As these thoughts crossed his mind, he opened the silk-lined door. Buz-z-z—whew! out flew a beautiful pearl-colored dove.

Louis stood aghast. In vain were his efforts to capture the little creature. It fluttered from the top of the book-case to a pile of boxes beyond, and thence to the top mouldings of the windows, as if it enjoyed the chase: and in the midst of it all in came Mr. Peppergrass.

"Eh? What?" said he. "How did this happen?"

"Please, sir," said Louis, hanging his head, "the bird got out, and I was trying to catch it again."

"Got out, did it?" said Mr. Peppergrasss. "It must be a very ingenious bird, to be able to open the desk from the outside! You may go, boy. I'm quite certain you won't suit me. I don't approve of meddlers."

So saying, he opened the door, which led directly out into the back street, and dismissed poor Louis Brown without further ceremony.

"Now, Pearlie," said he to the little dove, which perched on his shoulder at once, "you can go back to your nest. You have helped me out of the difficulty this time."

So he let the little creature fly out into the yard, where he belonged.

Charlie Warner was the next one ushered into the stuffy smelling room. He, too, speedily finished his sums, and began to look around him for something to occupy his attention.

"Oh, my! What a lot of boxes," said he, "piled up one above another, like a Tower of Babel! What can Mr. Peppergrass keep in them?"

Charlie listened. No advancing footsteps were near. He looked cautiously about him, but he saw nothing. Then he rose from his chair, and crept toward the mysterious pile of boxes. They were of all shapes, rather small, and fitted with loose wooden covers.

Charlie lifted the lid of one. It was full of English walnuts.

Thought Charlie: "I'm in luck! Old Peppergrass will never miss two or three of these," and he pocketed a handful.

The next box was full of beautiful Malaga raisins. Charley nipped two or three bloomy, wrinkled fellows off the stem, and ate them. He was fond of raisins.

"What next?" he said, tugging at the covers of the third box, which seemed to fit a little closer.

All of a sudden, however, it flew off with a jerk, filling the air with Cayenne pepper, and setting poor Charlie to sneezing as if he meant to sneeze his head off.

Mr. Peppergrass bustled in.

"Ah?" said he, "I see! But you needn't have been in such a hurry to examine my stock, young man. I haven't engaged you yet, and don't intend to."

And poor Charley sneaked away through the back door which Mr. Peppergrass held politely open for him, feeling that his curiosity had ruined his cause.

It was some time before the Cayenne pepper was sufficiently cleared from the atmosphere

for Johnny Jarvis to take his turn at the sums in decimal fractions; but he worked them patiently out, and then sat looking around him just as the others had done. But he was too honorable to dream of meddling. He, too, wondered what was in the boxes, but he didn't do anything more than wonder. He heard a mysterious rustling behind the faded silk doors of the old book-case, where Mr. Peppergrass had shut up his pet kitten, but he never thought of opening it to see what it all meant.

He saw a glass jar of mixed candies on the mantel (sly Mr. Peppergrass had counted every one, besides covering it with a dusty lid, so that the least finger-mark would have been quite visible); but he sat there quite still, until Mr Peppergrass bounced into the room.

The old grocer looked at the candy jar, he glanced at the unmolested boxes, and opening the desk saw the kitten fast asleep in the corner.

"Ah!" said Mr. Peppergrass, with a long breath. "Yes, exactly! You are the boy I want. Come right back into the store, and I'll set you to work weighing out tea and coffee."

And that was the way Mr. Peppergrass suited himself with a boy. *Golden Days.*

INSTRUCTION vs. EDUCATION.

BY J. DORMAN STEELE.

THERE is a vast difference between a cistern and a fountain. The one simply collects and retains; the other receives and dispenses. This illustration, trite though it is, fails to indicate the full distinction between the effects of instruction and of education. It is worth something, however. The water which enters into a cistern does it no good. There is no power of assimilation in the smooth, impervious coat of plaster, but it can hold fast what comes in and keep it for the man who will thrust in the pump and lift up the soft, cleansing waters. The fountain, also, is but a pipe, and lets the force of a reservoir, hidden away on the distant hills, pass through it and toss high into air the sparkling stream. Both the reservoir and the fountain are passive, yet they serve a purpose; the one holds and the other transmits.

Notice the application. The mind is neither a cistern nor a fountain. It is not a good reservoir nor a perfect conduit. We must reach out for a broader, profounder fact to illustrate the operations of the mind. It has a power of assimilation, and so modifies even where it does not appropriate. It is a machine which works on chemical principles, forming new compounds entirely unlike the elements which it uses. Nothing can come from the mind quite as it went in. There is a color, a flavor, imparted at once; and, in time, a complete transformation. The brain is a sort of spiritualized stomach. The process of mental appropriation is very like that of digestion where bread, butter, and beef are changed into bone, flesh and hair, and are no longer to be recognized or claimed by their original owners. As food lying in the system and resisting the action of the gastric juice and the bile, becomes a torment, and every organ of the body cries out against its presence, so undigested knowledge clogs the brain, checks its processes, and calls for a mental purge. In fact, however, the embarrassment rarely reaches this issue. The mind generally rejects directly what it does not want or can not assimilate. At the best, by our positive order, it will only lay superfluous material aside, under the care of the memory, to be used at another time.

What the mind has appropriated by the action of its own powers is its permanent possession. No other ideas ever become one's mental property. Every teacher is familiar with illustrations of this fact. A boy will remember his own translation of a passage in Latin, even though it has been shown to be incorrect. The true rendering in class, received with no effort, may be accepted but will not be retained; and, on examination, the old, faulty translation, supposed to have been long forgotten, will often come to the surface, to the amazement of both pupil and instructor.

Knowledge which costs nothing, which is not born of the travail of the soul, is fleeting and unprofitable. Explain a point to a class, be it never so clearly; impart information, even of the most interesting and valuable character; and, if it be not fastened in the mind of the pupil, be not digested and assimilated by a subsequent mental operation, it will soon pass away. Gradgrind may fill the little pitchers ranged before him full to overflowing, but they will not hold water. Here is the great benefit of class-drill and reviews. They force the mind to appropriate knowledge, and so retain what else would be suffered to escape.

Where pupils are advanced in years and have formed habits of study, they will make the necessary effort to convert into mental bone and sinew any literary banquet to which they may be invited. Hence, with such scholars the lecture system avails, and facts imparted in class are carefully treasured up for use.

Again, the eager inquiries of young children and of thoughtful pupils may be answered to advantage, because the very ques-

tion indicates that the mind is in a receptive state, and its tentacles, so to speak, are all thrust out quivering with expectancy to grasp a morsel of food. It is also the duty of the teacher to excite the mental appetite; to display tempting viands in order to stimulate the intellectual processes; to flavor the solid dishes of a dull lesson; and so induce his pupils to love their work. The recitation should be made interesting and pleasant by anecdote and illustration, by the play of fancy and wit, and by every art and device which can be drawn from an exhaustless store-house of knowledge and ingenuity.

Still, holding all this, it seems to me that the use of instruction even in these cases is subsidiary. The end is not so much to impart information as to awaken thought. Experience teaches me more and more, that the great object of all primary and intermediate teaching is not *instruction*, but *education*. The acquisition of knowledge is desirable and essential, yet it is not to be compared with the training and discipline of the mental powers. The knowledge gained in school soon becomes dim and vague, and much of it is entirely forgotten.

But the intellectual vigor and acumen, the ability of using the mind, the habits of thought and work acquired—all these are permanent. They form a capital stock available in any kind of business or any mode of life. *Thinking*, not *knowing*, is the high aim of the trainer—for so I would style the teacher. How to use books, how to get information, how to study, how to detect truth from falsehood, how to sort out facts and use them to advantage, how to think and then how to express one's thoughts —these once acquired, all else is easy, and only a question of time.

Take two young men of nineteen. Supposing one to have acquired that practical knowledge which is said to be so useful, but without a stimulus having been applied to his mind. It is possible that he will have a flabby mind, untutored by difficulties, unaccustomed to exertion, relying on memory, untrained to reason or reflect, to assimilate the knowledge which he gains. And then suppose another young man, who has exercised his mind by severe studies, who has had to exercise his mental powers on difficult problems, and has been taught to think, to methodize what he learns, to digest what he learns, to digest what he reads, but who, while he has been engaged on exercises of the mind, has acquired less useful knowledge. I will back, two to one, the one whose mind has been thoroughly exercised, against the one who has acquired some useful knowledge. I say that he will best be able to face the difficulties of life. Give me the intelligent one, the student who has been taught to think. He will be able to pick up in time all that his rival has learned as a boy, and a great deal more besides. He will have the magic power by which he can secure to himself an unlimited supply of what he wants.

Many studies, therefore, not usually reckoned "practical," the higher mathematics, the classics, logic, may prove to be thoroughly practical in the discipline they afford. Even if the young man has acquired but little information therefrom that he can apply directly in the work of money-getting, he has gained a mental grip upon difficult questions, a power of concentration and of sustained and patient effort, that he can put to immediate and valuable use in every department of life. And many a brilliant success in the professional and mercantile world is directly due to this preliminary discipline of the man's powers, though the fact has not been generally recognized. For ourselves, we are not inclined to quarrel with this standard of utility, provided it is applied widely, in a truly liberal spirit, and with just and appreciative discrimination.

Western Ed. Journal.

STORY OF CHARLES LAMB.

LAMB received an invitation on a certain evening to be present at a breakfast at Rogers' the following morning, to meet a young author, whose first volume of poetry left the press that day. He went a trifle early, and reached the waiting-room while it was vacant, Rogers not having come down, and none of the guests having arrived. On a table lay a copy of the young poet's new book. Lamb picked it up, ran through it, saw that it contained nothing of any special mark, and then, in the few minutes yet remaining, amused himself by committing to memory three or four of the short poems.

The guests arrived, among them the young aspirant for honors. Some of the leading men of the London world of letters were amongst the number. Rogers descended, the young man was introduced, and the breakfast was served. Some literary matters came under discussion, pending the after-introduction of the young poet's book.

With the gravest of faces, after a few minutes, Lamb said: "I d-don't think, g-gentlemen, I h-have ever r-repeated to you one of my b-best poems. What s-say? Will you h-have it?"

Nobody quite understood what was coming, but all could read the mischievous flash in the eye that was usually so kindly, and the demand for the poem was general.

Lamb quietly repeated, word for word, one of the poems from the young man's book. The key was furnished to the rest when they saw the young poet pale, then redden, then fall back in his chair, as astonished as if thunderstruck, and as helpless as if paralyzed. Loud cheers, clapping of hands, and demands for more. Lamb bowed his thanks, pretended not to remember anything else that he had written lately, and then, under urging, repeated another, and yet another, of the poems from the young man's book—the budding poet showing symptoms of doubt whether he had really written the poems; up to that time he had believed he had, until he heard a man declaiming them for his own—a man who could not even have seen his unpublished book.

Louder cheers, and a still louder demand for yet another. The fun, with all the "old uns" now thoroughly instructed, began to grow "fast and furious." Lamb, who had previously retained his sitting position, now rose, and said: "G-gentlemen, I h-have only been g-giving you s-some of l-little bits of m-my p-poetry. But I h-have a p-poem that I am a little p-proud of. I w-wrote it a g-good m-many years ago. This is h-how it begins:

"Of m-man's first disobedience, and the fruit
Of that forbidden t-tree, whose mortal taste
Brought d-death into the world, with all our woe—"

The recitation was doomed to go no further. For the previous few minutes, the young poet, crazed with wonder, and yet in some way aware that in some unaccountable way he was being robbed, had simply been tearing his hair. But at this juncture he could restrain himself no longer. He sprang to his feet, his eyes ablaze, and burst out:

"Gentlemen, this is too much. I have sat here, gentlemen, and heard that man repeat poem after poem of mine, claiming them for his own, and I have borne it. But when I hear him claim the opening lines of Milton's 'Paradise Lost'"— That address, too, was doomed to be cut short, like the recitation. Rogers averred that never beneath his roof, with all the merry madness that that breakfast-table knew, had such a storm of laughter and applause gone over it as finished that speech, and sent the young man to his chair, for the time little less than an absolute maniac, under the pressure of Lamb's crowning atrocity.

CHURCH AND SCHOOL.

THE letter issued by Cardinal McCloskey and the prelates of the late Roman Catholic Council in New York is a singular document to be published in the United States and to American citizens. It expresses undoubtedly the views of the Roman hierarchy or priesthood, but hardly those of the more intelligent American members of the Roman Church. Its whole spirit is repugnant to the American principle of liberty, and its tendency is to foster an ecclesiastical state within the political state, which is necessarily mischievous. So far as the letter urges support of Roman Catholic magazines and newspapers and literature and denominational charities, and condemns secret societies and clerical debts, no exception need be taken, except that sectarian feeling does not generally require to be stimulated. But in denouncing mixed marriages and the system of public schools, it takes a very different position, and challenges criticism.

If the Triennial Convention of the Episcopal Church, in Philadelphia, which immediately followed the Roman Catholic Council in New York, had attempted by the force of ecclesiastical and denominational authority to prohibit the marriage of Episcopalians out of their communion, and had joined with it a denunciation of the public schools as "the crime of sending your children to godless schools"—which are the words of the Roman Catholic letter—the public good sense would have condemned it as an exceedingly vicious attempt to promote sectarian interests at the expense of the common welfare. If every religious denomination in the country should undertake to do the same thing, it is easy to see that the situation would become intolerable. It is by constantly ameliorating sectarian differences, not by exaggerating and inflaming them, that the general welfare is best promoted. But no method more certain to produce deplorable results could be devised than to limit marriages among the members of different denominations to those of the same denomination, and to substitute sectarian for non-sectarian public schools.

Upon this last subject the letter offers no fresh argument and presents no new view. It asserts the necessity of Christian schools, and maintains the injustice of a compulsory support of those which are not Christian. By Christian the letter means Roman Catholic, and by godless schools it means schools in which Roman Catholicism is not taught. Its argument is that instead of a system of

public schools supported at the public expense, among whose special advantages is the allaying of sectarian feeling, the whole business of secular instruction should be left to religious sects. The answer to this is that the good sense of Americans has long taught them that such a system would be dangerous to the public welfare. The state assumes no authority over religious belief. Every citizen may cherish his own faith, and inculcate it upon his children. But, in the common interest, it does not admit the right of any citizen to require that in the secular schools, which, upon the highest consideration, it maintains for its own welfare, any form of religious belief whatever shall be taught. This is the American view, and it will not be changed for that of Rome.

Harper's Weekly.

GREEK LANGUAGE FOR SCHOOLS.

BY GEN. J. W. PHELPS.

THE Bible is the book that concerns us most to know; and as that book has come down to us in the Greek, part of it having been originally written in that language, it would seem desirable that every one should, if possible, be able to read it in the original. Besides this, a great many of our English words are derived from the Greek, either in ancient or modern times, so that a knowledge of Greek would help us to a clearer understanding of our own language.

At one time the Christian clergy claimed great and exclusive consideration for themselves, because of their being alone possessed of a book-knowledge of the languages in which the Scriptures were written. This monopoly of religious knowledge, and this claim to superior spiritual wisdom, would be overcome and set aside in proportion to the greatness of the number of those who could read the Scriptures in the ancient languages. It was the sparks of Greek literary fire, scattered to the West by the capture of Constantinople by the Turks, that helped more perhaps than any other cause to revive learning in Europe and give rise to the Reformation. The more the knowledge of Greek is disseminated, the greater and clearer is the knowledge that society has of the Scriptures.

Scientific knowledge, it is true, is very important; but it must not be forgotten that of all the sciences, the science of morals is the most important. It is through the knowledge derived from the Bible that we of Christendom have been led to the scientific knowledge to which we have attained. The powers of steam and electricity would probably never have been put into the hands of men where the sacred books were only those of Mahomet, Buddha, the Hindoos, and Confucius. The Greek language has become the standard language of Biblical learning: it is fixed and cannot change, while the English language is changing continually.

It is true, moral science can be acquired through a translation, which would seem to render Greek unnecessary; but, on the other hand, a knowledge of Greek does not interfere with the pursuits of science. The collegiate graduates who have learned Greek will generally know as much of the sciences as if they had not studied Greek.

The Academy of West Point may be regarded as an institution where science is the directive principle of education, instead of the ancient languages. By comparing the careers of graduates of that institution with those of Harvard during half a century, we might derive some idea of what advantage, if any, a scientific course of studies has over a classical one. West Point makes solid men, it is true; but whether they do more for the advancement of Christian civilization than an equal number of Harvard students remains to be decided by observed facts. Scientific precision and exactness are somewhat akin to moral rectitude, but they are not a substitute for it. On the other hand, there is a humanizing, moralizing influence in the humanities, as they are called; but neither does this influence attain to the height of practical moral science.

It is certain that the most which our academical course of study can do is to place the keys for unlocking the stores of knowledge in the hands of the students for their future use, and the keys to classical lore are quite as likely to prove entertaining and useful to men as are those which would lead to the new developments of science. More than half of the people of Christendom speak languages that are largely inwoven with the Latin or Greek; and so long as this is the case, will not these people need to have a knowledge of the classics, in order to a proper understanding of their own literature? Has human progress at length reached that point where it may let go its hold of the past and venture forth upon the future without concern? For my own part, I think that we may safely give up to a great extent the knowledge of pagan mythology, it being of very little conse-

quence to a Christian people to have a familiar acquaintance with pagan deities; but the curriculum of college studies established by our fathers might safely be allowed to remain a little longer. A democracy is only too ready to throw off and forget the past; but we need the past as a directive agency for showing us the way into the future.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, DECEMBER, 1883.

E. E. HIGBEE. - - - - J. P. McCASKEY.

THE article on "Contents of Children's Minds," in the November number of *The Journal* has attracted much attention. Prof. J. H. Hoose, principal of the Normal School at Cortland, New York, wrote at once for forty or fifty copies for use of his advance students. We were unable to supply that number, but sent him thirty copies which he will use to good purpose.

THE schools of Allentown, after having struggled hard to overcome the sad consequences of the panic, are gradually regaining their former position, this being the first ten months' term since 1876. The higher grade schools seem to be in excellent hands. All the teachers in the high school, and most of those in the grammar and secondary grades, are, we are pleased to know, on the list of subscribers to *The Journal.*

THE following is the full text of the bill passed at the late session of the Michigan Legislature upon the subject of instruction in the public schools of that State, in physiolgy, hygiene, and the effects upon the human system of narcotics, stimulants and intoxicating drinks:

The District Board shall specify the studies to be pursued in schools of the district; *Provided always*, That provision shall be made for instructing *all pupils in every school* in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics generally, upon the human system.

No certificate shall be granted any person to teach in the schools of Michigan who shall not pass a satisfactory examination after September 1, 1884, in physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.—*Chap.* 3, *Sec.* 15.

There are few subjects of greater importance to the well-being of any community. "What we would have in the State, we must put into the schools."

THE Normal Art School, under Miss Caroline West, which is located at 1523 Chestnut street, Philadelphia, offers at a nominal rate to teachers the best instruction which the country affords, both in its industrial and its artistic character. Residents of Philadelphia and vicinity, who are not teachers, and therefore not entitled to the *free* use of the school, are glad to pay at the rate of ten dollars per month for its advantages. Teachers and others desirous of securing such advantages of training as this school affords should call upon or address Miss West for further information.

IT is the desire of the Editors of *The Journal* to present during the year a large proportion of such matter as shall be of permanent value to thoughtful teachers and school officers. Knowledge is the essential thing; after that, and always of secondary importance, from the necessity of the case, come methods of instruction. Of those who read *The Journal* regularly, some write as if they *enjoy* it. We hope this is true of our readers generally. In a recent letter, Mr. Caleb G. Hall, a school director, says: "Accept our thanks for the good work you are doing. We receive neither newspaper nor periodical with more pleasure than *The School Journal.* There is no other that gives us so much of value for so little money."

IN a recent lecture on "Public Education," Supt. James MacAlister of Philadelphia cited from the census of 1880, showing that there were 6,250,000 persons over 10 years of age in the United States who could not write, 4,250,000 over 21 years of age who were unable to write, one-half of whom were whites, and 1,870,000 adult males (voters) who could not write. Of the 14,000,000 children of school age, that is, over from four to eight years of age, 5,000,000 did not attend school at all, and of this latter number 2,700,000 were in the South. He thought this mass of ignorance a positive menace to the existence of republican institutions, and sooner or latter the funds of the general government would probably have to be applied to overcome so serious a

state of affairs. The speaker argued and quoted statistics showing that the public school system is a preventive of crime, and not a promoter of it as some people have asserted. He made a plea for more school buildings, better trained teachers, and a more extended and higher appreciation by the public of the faithful teachers to whose care the children of the land are committed.

MISS LELIA E. PATRIDGE, who is teaching for Col. Parker this year in the Cook County Normal School, will return to Pennsylvania for the holidays, and can be engaged for one or more Institutes during the week beginning December 24th. She would prefer to attend two institutes, and may be addressed for terms and dates at Normalville, Cook county, Illinois.

A MEETING of the Inter-state Commission on Federal Aid to Education, appointed by the Louisville Convention, was held at the Fifth Avenue Hotel Nov. 9th. T. W. Bicknell, of Massachusetts: Milton S. Lytle, of Pennsylvania; M. A. Newell, of Maryland; B. G. Northrop, of Connecticut; and Henry Randall Waite, of New York, were present. A bill making an appropriation to the states for educational purposes, upon the basis of illiteracy, was prepared for presentation to Congress. It provides for the distribution of $8,000,000 annually for three years, $6,000,000 annually for three years, thereafter $4,000,000 annually for three years and $2,000,000 annually for three years, the whole amount appropriated being $60,000,000 and covering a period of twelve years. The details connected with and guaranteeing impartial distribution of the fund by the States are carefully provided for, and constitute a considerable part of the bill. The Commission will publish an address to the country, and also a pamphlet discussing the subject of national aid, and will meet in Washington at the organization of Congress to urge legislation.

WE congratulate our readers on the fact that it is possible to remit money from all post offices without the use of money orders. The new postal notes are likely to be very popular, particularly those for small amounts, as already 459 out of every thousand orders are for $5 or less. The limit of single money orders is raised from $50 to $100, the following scale being adopted: Not exceeding $10, 8 cents; $10 to $15, 10 cents; from $15 to $30, 15 cents. The reduction on sums under $10 from the present money-order rates is one-fifth. Sums not exceeding $5 now cost but 3 cents, or a reduction of about two-thirds the former rates. The postal note is now issued payable to bearer simply, there being no individual letter of advice attending it, and they are good for three months, after which time the bearer, if he neglects to get his money, must send to Washington. The object of this is to prevent its being used for general circulation.

THE following thoughts from the French writer Montaigne, are as profitable reading now as when first printed:

"We have not to train up a soul, nor yet a body, but a man; and we cannot divide him."

"We toil only to crowd the memory, and in the meantime leave the conscience and the understanding unfurnished and void."

"When Antipater demanded of the Spartans fifty children for hostages, they made answer that they would rather give him twice as many full-grown men, so much did they value the loss of their country's education."

"Ordinary teaching gives only the thoughts of others, without requiring the pupil to think for himself."

IN an article upon the Education of the Heart, which appears in the last number of *Education*, the fearful responsibility of the unfaithful teacher is illustrated by this dreadful Russian fancy:

Once upon a time two souls arrived in the lower regions to suffer the consequences of their misdeeds upon earth. The one, in life, had inhabited the body of a cruel robber and cut-throat, who had openly arrayed himself against his fellow creatures, and was guilty of the most heinous crimes. The other was the soul of a teacher who had not used to the best advantage the privileges of his office, but had been derelict in his duties to the children under his care. Each, upon his arrival, was hurled into a separate huge cauldron, under each of which crackled a blazing fire. Ages passed. The fire under the robber gradually sank and died away; but the blaze under the neighboring cauldron continued unabating. At length the tortured spoke, complaining of the manifest injustice of the punishment meted out to him, as compared with that of his companion. Then a voice made answer: "Ponder upon the magnitude of thy wrong doing. Lo! the robber and murderer simply stole what, sooner and later, Nature takes away; but thou didst kill opportunities of improvement; thou didst steal multitudinous chances of good. The subtle poison which thou didst allow to escape has crept into crevices and nooks, and, festering there, has bred loathsome pestilence, and all eternity cannot remove its taint. Seest thou now the justice of thy prolonged damnation?" And the flames rose higher and resumed their dance around the white-hot cauldron.

OFFICE OF MUSIC IN SCHOOL.

NO. I.

IF, to be effective, the work of education must have regard to all the powers of the human soul, it should not neglect the imagination, or *phantasie*, which most certainly enters into the activities of will and intelligence in our earliest youth as well as in our ripened age.

The world of art is no less real than the world of thought. While truth is searched often by a process of analytic thought, demanding on this account a thorough discipline of the intellect; the beautiful is grasped by an æsthetic intuition, demanding for this purpose a careful culture of the *phantasie*. In the one case, we have the process of science; in the other, the process of art. Why neglect either, when their source is the same? For when, by the phantasie, we see through and beneath the build of things, the primordial form governing all and in all manifesting its presence, what is this but the same truth *in form* which we reach through the analysis of thought? The same glory is it after all, in the one case authenticating itself as truth through the activities of intellect; in the other case, looking out through the form, and revealing itself therein as the beautiful, through the intuitive glance of the phantasie.

To the sphere of art, thus briefly characterized, music belongs, and addresses itself to that soul-power which realizes the beautiful. The form material here in which the idea enshrines itself, and through which it is made to reach in upon the soul, is in itself almost spiritual—viz., sound; and this is the chief medium through which the infinitude and indefiniteness of feeling can come to an expression. Therefore, we may say, in brief, that music is the utterance, under *sound-forms of sense*, of the beautiful in those sentiments and aspirations which fill the heart, and thence gush forth like crystal waters from deep hidden springs. It is the outflowing of the feeling heart. While giving body to emotion and sentiment, with their power thus made tangible, as it were, it penetrates the soul, awakening the depths of feeling and affection slumbering there, and leading the whole engrasped spirit into sad or joyful communings with itself, or into wondrous and visionary excursions into the vast past of its hopes and loves, or into the vaster future that lies before it like a far-off landscape in the evening twilight.

Music, as such, employs sound, not speech, although the two are allied. Sound is *vague* and *impressive*, while speech is *definite* and *expressive*; yet it has beneath it a life of feeling which moulds not the word but the tone, and through it utters itself. Language challenges the intelligence, while music, in which the heart element of all thought is struggling toward expression, makes us tremble and glow, as the sounds sweep immediately over the chords of affection. Music, we may say, in way of summary, is the work of that creative art-power which gives expression to the beautiful of *sentiment* in the forms of sound, intelligible to our feelings, and in this way only challenging the soul. It is as a spirit moving over the deep of emotion, now forming ripples and wavelets there, and anon, it may be, rousing the storm with the rush and war of embattling billows, and now saying at will, Peace! be still!

It reaches its purpose in the power of *impression*. Although seemingly a paradox, its expression is just this power of impression; for sound does not stand apart from the soul in way of form, but enters the soul, and articulates itself there. In this way music weds itself so intimately to the heart. This is its dwelling place; and no one with a heart can fail to come under its power.

It needs no high-wrought symphony to touch the soul. The simplest melody can start a thrill of delight, or open the otherwise deep-seated fountain of griefs and tears. A lullaby at the cradle can bend in reverence the grey-haired grandfather, while it brings before his vision a far-off home and childhood. The Swiss mountaineer finds his soul in the echoes of his Alpine horn. The wild highland chief of Scotland saw the glory of his clan rising up before him while the pibroch was sounding through the heathery hills. Who cannot recall Shakespeare's beautiful tribute to its power?

> "That strain again!
> O! it came o'er my ear like the sweet south
> That breathes upon a bank of violets,
> Stealing and giving odor."

Who does not remember the equally beautiful passage of Milton?

> "Sure something holy lodges in that breast
> And with these raptures moves the vocal air
> To testify his hidden presence.
> How sweetly did they float upon the wings
> Of silence, through the empty vaulted night,
> At every fall smoothing the raven down
> Of darkness till it smiled."

The mournful wail of despair, the piercing shriek of agony, the joyful chorus of mirth, the fiery rush of passion, the gentle whispering of love, the moving fulness of life, the *silence audible* of death, together with all the sounds which the soul of nature

utters from waters and woods, from valleys and mountains, day unto day, and night unto night—how all these, now combined and now separate, as wrought by genius into creations of beauty, and sounding forth from instruments, or breathing life-like from heart and lips, can penetrate the deep foundations of nature within us, and even throw an Orphean spell over nature without us; for the shepherd's

> "Artful strains have oft delayed
> The huddling brook to hear his madrigal,
> And sweetened every musk-rose of the dale.

SCIENCE TEACHING.

CHILD LESSONS IN NATURE FOR THE SCHOOL-ROOM.

AMONG the natural objects with which our earliest recollections are associated is a certain large rock that stood conspicuous upon the top of a low, mound-shaped hill. In form it was nearly spherical; but more remarkable than its form was the fact that it was not planted in the ground, like an ordinary rock, but stood perched fairly and squarely upon the back of a still larger rock. Rough and weather-beaten, and grim with moss, looking much as though it might have held its position for at least six thousand years, and yet seemingly so nicely poised that it would have required no very great effort to have toppled it over and sent it crashing down the hill-side into the peat-bog below, this rock was an object of infinite childish wonderment. How did it get there? Certainly it was never placed there by human hands, and yet we had our doubts whether it had always stood where we saw it. Perhaps it had been put there by some giant, for we had read that "there were giants in those days;" or it might have been thrown up there by the surging waters of the Flood at the time when the ark was floated to the top of Ararat.

Years afterwards we learned that older persons than ourself had speculated about rocks of this character; that they were known as boulders, and that it was pretty clearly established that these particular boulders with which we were familiar had been brought down from the Laurentian Hills, to the northward, by the action of ice, either upon the back of a glacier or imbedded in icebergs which had floated over that region unknown ages before, when it was buried under the waters of an ocean. Had any one then told us this story of our boulder, we are sure it would have been listened to with eager interest.

Other things, as we remember, now that we have entered upon this subject, were equally mystifying in those years. The thunder, when it crashed and rumbled so terrifically—was it really caused by the dumping of loads of stones upon the roof of the sky? And the rain, which poured down from the clouds—how did it get into the clouds, and why did it not always rain when it was cloudy? And then there were the stars, that one might watch coming into view at night, one by one—who lighted them up? or might they not, after all, be only little holes in the sky, permitting to our mortal sight a peep at the glorious Heaven beyond?

Every one who will recall his early ideas of natural objects and natural phenomena, will find among them just such crude notions as these. With the first dawning of intelligence within us, we found ourselves surrounded by mysteries which forced themselves upon us for solution, and which we solved as best we could by the light of such experience as we had. The greater number of our childish theories were transient; they were corrected by enlarged experience, and they have been forgotten. But others were entertained by us so long that we may still remember them. For the most part, they were of matters beyond the reach of our personal experience, and were only corrected when we had arrived at the age for reading and study.

We are very apt, in our intercourse with children, to lose sight of this early experience. Too often we attempt to teach children without understanding them. We forget that their minds are stored with erroneous ideas, provisionally adopted, and which sooner or later must be discarded; that they look upon things around them with thoughts very different from ours, because they know very little except what they have gathered through their own limited and imperfect observation, or have imagined in their own brains, while we have had the benefit of the experience and the thought of past generations. And yet they are doing their best, unconsciously perhaps, yet in obedience to their human instincts, to solve the mystery of the world around them. It requires but a very simple experiment to discover this fact. Take any school child, no matter how dull a scholar he may be, and talk with him about some of the curious things in nature—about animals, or plants, or sea-shells, it matters little what—and see how easily he can be interested. These are the things of all things which he likes to

hear about. And is this sort of knowledge useless? Is it not, on the contrary, the very sort of knowledge which our human nature prompts us to seek, and which we cannot help seeking if we would?

In our own day the domain of science—which during the past century has been rapidly widening, and in which new or improved means of research have revealed such an infinitude of wonders that we may almost be said to have discovered a new world—has been thrown open, as never before, for the entrance and inspection of the general public. It has become a sort of tourists' land, in which every one who has any love of Nature, and is curious to observe the working of her forces, may walk with competent guides, sure of finding at every step something to awaken his admiration. He may watch the formation of the chalk with Huxley, or the curling smoke and the ethereal blue with Tyndall, or the growth of continents with Agassiz; or he may study the stars and the nebulæ with Proctor, or with Lankester the microscopic forms of life. "Popular science"—a phrase that would somewhat have puzzled our fathers a generation or two ago—already has an extensive literature, the rapid growth of which is a sure indication of the wide and spreading interest awakened in the subject with which it deals. Brought out from the laboratory and the class-room, and stripped of some of its unsightly dress, Science has been found to be a thing not only quite harmless—for our fathers were a little afraid of it—but withal exceedingly attractive.

And while we are taking our pleasure in this fairy-land, where are the children? Can we not take them along with us and show them some of the wonders that have been revealed to us? Can we not assist them in their search for knowledge—open their eyes to numberless curious objects which lie all around them, yet which they have never seen; tell them of other wonders of which they will never gain a knowledge by themselves, and aid them by our guidance in forming clear and accurate ideas about the world in which they live?

This question—the question of science-teaching for children—is beginning to force itself in one shape or another upon the minds of all our more thoughtful teachers—is beginning to assume prominence as an educational question. There is a growing conviction that we are not doing our whole duty by children when we merely teach them to read and write, and to deal with numbers, even though we add Geography and the History of their own country. Children have a right to require of us something more—that we open for them, if only a little way, the great Book of Nature, teach them how to read it aright, and give them the key to that knowledge which, although it may not be of direct aid to them in earning their bread and butter, is the most satisfying of all knowledge, because it can be made the subject of thought. Already we are improving our methods of instruction. Gradually but surely we are banishing from the school-room the old dogmatic method, under which the child was a passive recipient of such bits of knowledge as were doled out to him by his teacher, or were spread before him in his text-book; and in its place is coming into favor what may be called, by way of distinction, the scientific method. The aim of this method is, not to cram the child's mind with facts, useful or otherwise, but to induce him to observe and to think for himself; not to burden his memory, but to cultivate his perceptive and reasoning powers—to make of him a self-reliant thinker, rather than a mere catch-all of ideas not his own.

But, besides new methods of instruction in the school-room, new subject-matter is to be introduced; and here it is that the problem begins to assume perplexing proportions, and to require for its solution the most discriminating judgment. There is danger of attempting to teach too much, or rather, too many things, as well as the danger of setting about the work in a wrong way. Unless the signs of the times are deceptive, the day is not far distant when the giving of Nature lessons in the school-room—as many teachers are now doing as an extra, self-imposed work—will be considered as much a part of the teacher's duty as the teaching of Arithmetic. But how shall they be given, and what shall be taught?

The first step toward the solution of a problem is to obtain a clear understanding of the problem to be solved. Let us see what it is that we wish to accomplish. Our pupils are young children. We wish to aid and direct them in a work which they have already begun, the acquirement of knowledge about the things which they see around them. We wish to give them some insight into the operation of the forces of Nature; to show them the causes of many phenomena which are to them mysterious, and the number of which will increase as we lead them to observe more closely. We wish to lead them gradually into broader fields; to carry their minds back into the past, and teach

them something of the Earth's history—of the great changes which are known to have taken place upon its surface, of extinct forms of vegetable and animal life; and finally, to carry them into the immense domain of Astronomy, and try to give them some idea—adequate conception no one can have—of the vastness of the Universe and the littleness of our own Earth. We are to run through the whole domain of the natural sciences, but we are to select from each only such parts as suit our purpose; such parts as when pieced together shall afford a clear conception of the constitution of Nature in its entirety, and shall form a fund of knowledge, accurate as far as it goes, to which the pupil may add in after years through his own observation or his reading.

It may be laid down at the outset as an undebatable position, that this sort of instruction cannot be given through the text-books. The text-book is, indeed, the first danger that is to be guarded against; it is the rock upon which the whole scheme is liable to be wrecked. Once establish a course of science-teaching in schools, and text-books will spring up like mushrooms. But let the teacher who wishes to do effective work exclude them from his school-room, or lock them up in his own desk. There may be books useful as aids to the teacher, books which will give him hints or information; and, indeed, we have before us a list of such books—"Guides for Science Teaching," published under the auspices of the Boston Society of Natural History—but let them not be put into the hands of the pupil, at least not to be studied. There is but one way of teaching a subject so varied as this, and in such constant need of illustration, and that is to teach it orally. The instruction must have a conversational form, the pupil taking his part, and all its points must be illustrated, not by wood-cuts, but by the objects themselves, or by actual experiments, as the case may require. It is in this way only that it can be made interesting and real.

Can a course of instruction so comprehensive as this be introduced into our common schools, as they are at present constituted, without deranging the whole system, and either crowding out studies which are considered essential, or adding to the labors of the too often already-overworked pupils? Assuredly it can. In the first place, we are not to introduce a new *study*, as children understand the term study, and thereby increase task-work. We propose to do for the children what the popular lecturer upon science is doing for us grown people—only, instead of isolated and hap-hazard lectures, we will have our lectures arranged into a system with a distinct object in view. If our work is done well, instead of adding to the labors of the children, we shall really afford them relaxation and entertainment.

In the second place, the time required for the accomplishment of the work here proposed must not be estimated by its magnitude. We venture to assert that a skilful teacher, who has a clear perception of what he or she is aiming at, can, in a single school year of eight or ten months, go effectively over the whole ground above sketched out, by employing for the purpose a single hour each week. In another article we hope to make some practical suggestions in this direction.

SUPERVISION IN LANCASTER.

INTELLIGENT supervision is essential in any organized system of schools, if good work is to be assured. This truth, self-evident to such as have been careful observers of the results of graded school training, has again been verified in the marked advance in the entire school work of the city of Lancaster during the past three years.

The field here had long been waiting for the man. Experiments at supervision, tried years before the State law which provides for the election of City Superintendents was enacted, had failed; and the result was that such prejudice had been created against the office as to delay action under this law until Lancaster and Philadelphia stood alone, of all the leading cities of the State, without adequate supervision.

The sentiment of the School Board was: "Nobody, if not a first-class man." At last such an official was found in Supt. R. K. Buehrle. During his three years of service in this important position he has administered the office in such manner as to secure and maintain the confidence and coöperation of all, both teachers and directors, who are most deeply interested in the welfare of the schools. The writer has been connected with the schools of Lancaster for upwards of thirty years, and has all the while known more or less accurately the *esprit de corps* of the teachers and the general character of the results attained; and he has no hesitation in saying that never before have these schools had an efficient head; and that now, for the first time in their history, are they being organized into an effective working unit.

Supt. Buehrle has aroused an interest never manifested before in the various depart-

ments of our school work. A carefully-graded course of study has been adopted for all the primary and grammar school grades; the course of study in the High schools has been broadened by the introduction of German and natural science into the girls' department, and additional branches in science into that of the boys. Supplementary reading matter has been largely introduced. Increased attention to English literature has been encouraged through observance of birthdays of distinguished authors, and through regular exercises in the committing to memory of brief poems and choice Scriptural and other extracts in prose and poetry. The average of general intelligence has been improved by the monthly "diary of events," which has led to the purchase, by the schools themselves, of some forty cyclopedias of various kinds for constant reference, thus familiarizing the pupils with the ready use of these important aids to education.

Classes of persons proposing to become teachers have been organized; stated meetings of teachers are held for instruction in matter and direction in methods; teachers' classes in the study of English Literature, Latin, German, Physiology, and Geometry, have been organized for regular work during the sessions; members of the Faculty of Franklin and Marshall College have been engaged to lecture at intervals before the High schools; competitive examination has been introduced for promotion of teachers when vacancies occur; the nucleus of a fine Teachers' Library has been formed in the goodly number of books already on the shelves, to which the School Board has recently added the American Cyclopedia; the school attendance also, both aggregate and average, has been increased by percentages that are very encouraging; the schools have at the same time steadily risen in popular estimation, not less from the fact of their better professional direction than because of the improved school buildings erected by the public-spirited Board during the past few years—seven of which have been built or remodeled since the election of Supt. Buehrle, some of these from plans furnished by himself, he having given the subject of school buildings much study, and being a very competent architect in this specialty.

The best man for this kind of work, cost what it may to secure or retain him, is the only man to be considered; and Lancaster is fortunate in having at the direction of her School Board one of the most diligent, faithful, and competent school officers in Pennsylvania.

NEW TIME STANDARD.

THE new time standard adopted by the authorities of the different railroads has gone into effect promptly, and is a matter of great public convenience. Had there been stretched across the continent, under the old (and correct) standard, a succession of clocks extending from the extreme eastern point of Maine to the extreme western point on the coast of Washington Territory, and had each clock struck at "high twelve," there would have been a continuous striking as noon advanced along the line, which would have lasted for three and a quarter hours.

In the same succession of clocks, under the new (and more convenient) standard, all within each successive fifteen degrees of the distance would now strike noon at the same moment,—when the sun should be over the meridian midway in the section—the clock to the extreme east being always thirty minutes slow of true time, while that to the extreme west is thirty minutes fast.

Further than this: All the clocks of the country, if right by the new standard, now strike at the same moment, though the *hour struck* depends upon the section in which they happen to be—*twelve* in the eastern time belt, or 75th meridian section, which includes Boston, New York, and Philadelphia, being *one* o'clock for the 60th meridian section, including Nova Scotia, New Brunswick, and Newfoundland; *eleven* for the central time belt, 90th meridian, including Chicago, St. Louis, New Orleans, etc.; *ten* for Denver and the mountain time belt, 105th meridian; and *nine* o'clock for San Francisco and the Pacific Coast.

But, as has just been said, all clocks everywhere throughout the United States, from the Atlantic to the Pacific, and from Canada to the Gulf of Mexico, if they are right by the new standard, *must* strike together at the same second, regardless of the hour struck —which, it may be added, is the most striking feature of the present situation!

Another explanation by which the change can easily be understood is this: The passenger on a railroad train who leaves Boston for a trip across the continent can set his watch by the official time at that city. Instead of being obliged to consult conductors, clocks, and time tables, to find the difference between Boston time and the many different times he might encounter, he will find that the minute hand of his watch is always correct, and that the difference in time will only be indicated by the hour hand. This will be successively one and

two hours late as he moves westward, and three hours late when he arrives in San Francisco. At no time will his watch vary by quarters, or half hours, or fractional parts of an hour. In going from Quebec to Charleston, S. C., or from St. Paul to New Orleans, the traveler would find no change in the time between the starting and terminal points of either of the two time-belts designated, as in the first instance he would travel entirely in the eastern division, where seventy-fifth degree time is used, and in the second instance in the central division, where the ninetieth degree is the standard.

MARTIN LUTHER.

NOT before in the history of the world has the anniversary of a great man's birth been celebrated by so many people of intelligence as on November 10th, 1883, assembled in ten thousand places to do honor to the memory of Martin Luther. Four hundred years have passed, and the benefits to the race of his life and work have been cumulative, in more than an arithmetical ratio, as the centuries have rolled on—and such they will continue to be in the centuries yet to come. Since St. Paul, probably no man has arisen to whom the entire Christian World—Protestant and Catholic alike—is so much indebted for all that makes sacred faith and a pure religious life so precious to the devout human soul. Political freedom and universal education also—growing out of the idea of the manhood of man—owe more to the great Reformer than to any other man uninspired. Had there been no Martin Luther, there would have been no life of William Penn such as we now know it, nor any free State of Pennsylvania, with its million pupils in the common schools, as we have it to-day.

From the numerous articles that have appeared in the secular and religious press, we take the following estimate of his character and work, written for the Philadelphia *Press* by a leading Bishop of the Church of England:

A great man's memory rises like a pillar over the sea, flashing a revolving light. The light is always there, but not always visible on every side. So to the different nations in turn, and at intervals, when they are receptive of the lesson, the dead heroes speak. Men rule their fellows, not only by the vividness of their personality, but by its many-sidedness. St. Paul was many men in one. So was Luther. In this they agree, that they were intensely human.

In Luther's history there were several epochs familiar to every schoolboy, milestones not only in his personal development, but in the progress of the world. His conversion into the vital and spiritual apprehension of God; his public burning of the Papal bull; his nailing of the theses to the church door; his public trial at Worms; his friendly imprisonment in the castle of Wartburg; his marriage; his domestic life—all know these. Who quite knows their significance? To understand a man, and his life, we must take into account what physiologists say are the two main factors in conduct, heredity and environment.

Luther's parents were plain people of the laboring class, but God-fearing and appreciative of education. All round him was the Catholic Church, fast sinking into an Epicurean paganism, and Germany in the grasp of Italy. The English historian, Froude, who enthusiastically admires Luther, and ungrudgingly commends him, does not hesitate to say that he changed the face of Europe. What an Europe to change? See what he possessed and also combined! Fearless and audacious to a degree, he had his awful moments of reaction and despondency, which help us to come nearer to him, and learn of him through that nearness. Rugged and abrupt, he was infinitely tender, and there was a well of beautiful love in his heart.

It will always be a matter of controversy whether or not he helped the Reformation and materially augmented his personal influence by his marriage. It is certain that he thereby vindicated the freedom of marriage of the clergy, and bequeathed an exquisite ideal of conjugal and parental love. He almost reconstructed the German language by his greatest achievement, the translation of the Bible into his native tongue. A classical scholar, he was a constant student of Scripture, and all theologians may learn from him that the Bible is the true storehouse of divinity.

His hymns are the inheritance of the Church; his table talk is the "heart affluence of discursive talk," which has a lesson of its own to a people who are becoming almost proverbial for their taciturnity, and whom some think to be too apt to hide from strangers, eager to enjoy their humor and to borrow from their experience, the kindliness that has too easily, perhaps sometimes in self-respect, come to shroud itself under a very Englishman's reserve.

As a preacher, he did not aim at rhetorical or emotional self-display. He had an eye to the multitude of young people, children, servants all round him. Less shrewd than Erasmus, less gentle than Melancthon, perhaps less logical than Calvin, certainly less divested of sacramentarian error—he towers above them all, as George Washington towers over the heroes of the Revolution.

To him, as has been well said, Rome owes her resurrection—to him, it may be said with equal truth, millions of souls their salvation. England loves his memory, for what has he not done for her national and religious life? The free millions of the United Staies may well rise up and do him honor, by cherishing his example, pondering his history, and maintaining his creed.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, December, 1883.

THE annual sessions of the County Institutes have been held in some thirty-five or more counties. The following are yet to be held:

Juniata	Mifflintown	Dec. 10.
Fulton	McConnellsburg	Dec. 10.
Clearfield	Clearfield	Dec. 17.
Bradford	Towanda	Dec. 17.
Bedford	Bedford	Dec. 17.
Dauphin	Harrisburg	Dec. 17.
Luzerne	Wilkes-Barre	Dec. 17.
Lycoming	Muncy	Dec. 17.
Perry	New Bloomfield	Dec. 17.
Schuylkill	Pottsville	Dec. 17.
Union	Lewisburg	Dec. 17.
Westmoreland	Greensburg	Dec. 17.
Wyoming	Tunkhannock	Dec. 17.
Clinton	Renovo	Dec. 18.
Armstrong	Kittanning	Dec. 24.
Fayette	Uniontown	Dec. 24.
Jefferson	Brookville	Dec. 24.
Somerset	Somerset	Dec. 24.
Snyder	Middleburg	Dec. 26.
Clarion	Clarion	Dec. 31.
Centre	Bellefonte	Dec. 31.
Columbia	Bloomsburg	Dec. 31.
Montour	Danville	Dec. 31.
Monroe	Stroudsburg	Jan. 7, '84.

ITEMS FROM REPORTS.

ADAMS.—Supt. Sheely: Owing to the low wages generally offered, teachers were scarce in most of the districts. The schools, however, have at length been filled, and are, with few exceptions, in operation. There are fine prospects of a large and successful meeting of the county institute, to be convened Dec. 3d.

BEDFORD.—Supt. Cessna: A number of districts have supplied their school-houses with patent furniture during this year; many new houses have also been built. The schools of the county have been increased by seven since the last term. All the schools, excepting a few which have no teachers, are in operation.

BERKS.—Supt. Keck: One of the Union school-houses has been so completely remodeled that it might be called a new building. All the houses of this township are now in first-rate order, and all are supplied with improved furniture. Mr. Davis C. Yahn, Secretary of the Union Board, presented Webster's Quarto Dictionary to the Rimby's school—a gift worthy of record. The new railroad, in passing through Birdsboro', strikes the middle of the central school building, thus necessitating the erection of a new building. The teachers and directors of Rockland and Womelsdorf have organized literary societies in their respective districts. But the great event of the month was the meeting of the Teachers' Institute. The attendance and enrollment was the largest in the history of this body.

BUCKS.—Supt. Woodruff: A new school-house has been built at Dublin for the new Independent district. It is well furnished and filled. A cupola and bell have been put upon the house at Zion's Hill, and new and improved desks placed in the same.

BUTLER.—Supt. Murtland: Before the opening of school in Saxonburg, the Board had the room greatly improved. The school building in Butler has been repainted. In Baldridge a new school-house is about completed. In visiting, I find some of the houses have a dingy appearance, which a little paint and calsomining would remove. The schools visited are doing well, with few exceptions.

BEAVER.—We regret to announce the severe illness of Supt. Briggs. He and his wife are both sick with typhoid fever. A short time ago they buried their son, who died from the same fell disease. The suffering Superintendent has the heartfelt sympathy of his numerous friends.

CAMERON.—Supt. Pearsall: The schools at Sizerville have organized literary societies, which occupy each Friday afternoon. The pupils elect some of their number as officers, who have charge of the meetings. The teacher takes no part, except occasionally to give advice and instruction on parliamentary rules. The pupils, parents, and teachers take great interest in these exercises. The new school building at Huntley is finished, and is a model for one of its kind. The County Institute was held during the month, and was very successful. Much interest was awakened, not only among teachers, but among the citizens generally. The attendance was much larger during the day sessions than has been known before, while at the evening meetings the room was filled.

CENTRE.—Supt. Wolf: Quite a number of districts have new houses for the present term. Ferguson repaired one of its houses, making it as good as new. Boggs, Gregg, and some other districts have supplied their schools with the "Complete School Charts."

CHESTER.—Supt. Harvey: East Marlborough has just completed an excellent house at South Brook. This is by far the best school-house ever built in this township, and is a great credit to the directors. The Teachers' Institute, held in West Chester, was well attended, and all the instruction was practical and profitable. The hall was crowded day and evening, and many were unable to gain admittance. At the close of the last session, the teachers surprised the County Superintendent by presenting him a valuable gold watch and a pair of beautiful fur driving-gloves. In every school that I have visited since, I find the teachers putting into practice some of the valuable ideas gained at the Institute.

CLARION.—Supt. Anderson: Most of the schools have opened for the winter. In East Brady a fifth room has been opened. The directors of Richland have purchased a copy of Webster's Unabridged Dictionary for each of their schools. In most of the schools visited

during the month, we found the teachers trying to do good work, schools well classified, and books uniform.

CLINTON.—Supt. Magee: Most of the schools are in session. Lamar, Pine Creek, and Porter will have a term of six months. Before many years, I think every district in the county will have not less than six months. Most of the schools I visited during the month are doing well. An attractive feature of our approaching Institute will be Captain Pratt with his class of Indian pupils from the Training school at Carlisle.

DAUPHIN.—Supt. McNeal: A festival was held at Uniontown recently for the benefit of the High school in that place, the net proceeds of which were $116. A part of this sum has been used for the purchase of an organ. In Williamstown two night schools are in session, under the management of F. B. Ellis and E. I. Kline. They were opened for the benefit of the "breaker boys," and are well patronized. An excellent school building erected in Wayne township was dedicated on Friday evening, November 9th. The house was filled on the occasion by citizens of the district and surrounding community. Addresses were made by Revs. Zimmerman and Shindler, the County Superintendent, and others. Through the efforts of the teachers in charge of the school, a bell has been plâced on the house, shelves supporting house-plants put into the windows, and lamps secured for the room.

DELAWARE.—Supt. Stewart: Our Institute was a success throughout. The work was generally very practical, and much of it is now being applied by the teachers in their schools. During the Institute a committee was appointed, consisting of six teachers—three holding provisional certificates, and three holding certificates of higher grade—to act with the County Superintendent in devising a course of reading and study for the teachers for the present year. The Committee arranged the following studies: Algebra, Arithmetic, Grammar, Physical Geography, Physiology, Literature, and Theory of Teaching. Each teacher selects two of the above studies, with some work on the Theory of Teaching. The Committee arrange the work for each month, and at its close publish test questions in the county papers upon the last month's work, and also the work for the coming month is planned. The teachers are expected to pass a written examination (monthly), using the questions furnished by the Committee. This work was engaged in with great unanimity by the teachers, and the county papers were very willing to give ample space for whatever the Committee desired to publish; also, as a consequence, one of these papers has started an educational department in its regular issue.

[*Note:* The State Superintendent regards this as a movement in the right direction, and heartily commends the effort thus made by the teachers of Delaware county to elevate the standard of their professional attainments.]

JUNIATA.—Supt. Smith: Since my last report, 49 schools have been visited, and I am satisfied that the care which was exercised this fall in selecting teachers has resulted in securing the best class of teachers we have had for a number of years. I have not found a single "drone" thus far, and all are greatly in earnest. Generally, the schools are very full in attendance. Upwards of 150 of the high-grade pupils of our public schools are in attendance at our excellent academies, viz.: Academia, Airy View, and Mifflintown. The youth of Juniata are certainly well cared for just now.

LACKAWANNA.—Supt. Brooks: A local institute was held in South Abington—a good meeting. Prof. Thomas lectured in the evening. Covington has just completed a new one-story building. An educational department has been opened in one of the county papers, of which I am to have charge. I hope much good may be the result.

MCKEAN.—Supt. Campbell: On all hands our institute is accounted very successful. The attendance—150 actual teachers—is the largest ever known. The institutes have grown, in four years, as follows: attendance in 1880 was 74; in 1881, 117; in 1882, 131; in 1883, 150. This year 190 names appear upon the roll. Popular interest is increasing proportionally. Directors from all parts of the county were present—not all of them, but from the various districts. We had good audiences of spectators from Smethport and vicinity every day. Our evening lectures were well attended. A special train was run to Bradford, and reduced railroad rates secured for the members—advantages that could never be secured before.

MONTGOMERY.—Supt. Hoffecker: The schools visited during September and October were unusually full. Teachers and pupils are earnest and enthusiastic. The number of failures in teaching is growing "beautifully less" each year. Salaries have been increased in about twenty districts. New houses have been built in eight districts. All these buildings are large and in harmony with the progress of the times. The one at Royer's Ford is especially indicative of the spirit and enterprise of its people. The house is two stories high, finely finished, properly lighted, heated and ventilated. New furniture has been placed in fourteen houses during the past year. Not a single district in the county is without some improved patent furniture.

POTTER.—Supt. Buckbee: There is a greater demand for first-class teachers than ever before. We have enough teachers holding provisional certificates to fill the schools; but several Boards have passed resolutions to engage only such as hold permanent or professional certificates, or normal-school diplomas. We still have room for ten teachers of these latter classes, and the difficulty of getting them causes some delay in opening the winter schools. Hebron district has abolished "boarding round."

SOMERSET.—Supt. Weller: The new brick school-house at Somerset has been completed, and is now occupied. It is an elegant building: the best in the county. Meyersville is also building a $4000 brick house. District Institutes are organized in Elklick, Summit, Milford, Jefferson, and Jenner townships, and the good work they are doing must be felt in their schools.

SULLIVAN.—Supt. Little: During this month, I held a Normal Institute of three weeks' duration at Eldredsville, as I had done during the previous month at Sonestown. These Institutes have been attended by nearly all the teachers of the county. The object was to review the common branches, and teach methods of instruction and school management.

TIOGA.—Supt. Cass: Owing to a scarcity of teachers, it has been necessary to hold several special examinations. Very many of our best teachers go to other counties, because they have longer terms. We sincerely hope that more of our Boards will see their way clear to a continuous term. We are very much pleased with the work that is being done in the most of the sixty-eight schools we have visited during the month. Many of the teachers are adopting the methods introduced at the Institute, with apparent success. A few yet fail to understand what they ought to do, or do not try; however, we are in hopes to overcome most of the old humdrum routine.

UNION.—Supt. Johnson: Three houses in Gregg township and one in Buffalo have been supplied with new folding desks. The directors of Union township have supplied their schools with charts. The idea of progress seems to be gaining in favor throughout the country,

WARREN.—Supt. Arird: Our annual Institute has just closed, and for a better or more interested class of teachers one could not ask. About 200 were enrolled. They came for something, and took something home with them. A few directors took an active part in the work of the Institute. The citizens manifested great interest in the meetings, and did all in their power to make the Institute a success, and to entertain the teachers. We think this a more favorable time than August for holding the Institute, as the borough and graded schools being in session, the Principals of these schools who live in different parts of the State can be with us.

WYOMING.—Supt. Prevost: During the past series of examinations, we have had the fewest applicants for years, in consequence of which teachers are very scarce. Washington district has supplied its schools throughout with improved furniture, which has long been needed. I hope some of our districts will follow in her footsteps. The Tunkhannock high-school building is now completed, and is decidedly the finest structure of the kind in the county. It is a two-story brick, with six large study rooms, and two recitation-rooms besides, for assistant teachers. The building has a handsome appearance from without as well as within. It has been furnished throughout with fine stone blackboards, and the best of furniture—in all aggregating a cost of about $15,000.

CORRY.—Supt. Colegrove: I am able to report the schools of Corry in a prosperous condition. The attendance has been increased 17 since my last report. The Board has recently purchased three twelve-inch terrestial globes for the schools not already supplied. The teachers are earnest and enthusiastic in their work, and the best of feeling seems to prevail.

DUNMORE.—Supt. Fowler: I think our schools Four night schools have been opened in our borough, with an average attendance of about 170.

MEADVILLE.—Supt. Roth: Considerable apparatus has been placed in our primary grades—tables and blocks for illustrating objectively the arithmetical combinations and separations; also Parker's Arithmetical and Monroe's Reading Charts; tables and sand for map-modeling are placed in first geography classes; liquid and dry measures have also been supplied. A folding kindergarten table with eight small chairs, is spoken of for the first primary rooms, to enable the children to sit and comfortably work with the innumerable appliances that are finding their way into these rooms for the amusement and instruction of the little ones. Some fine ornamental trees are being placed in the spacious campus of the second district. These points indicate progress along right lines.

NORRISTOWN.—Supt. Gotwals: The schools were closed during institute week. The Board also ordered the school buildings to be opened from 7 to 9 a. m., and from 3 to 5 p. m., for the purpose of giving teachers, and others interested in school affairs, the privilege of inspecting the buildings and school work of the pupils on exhibition. Quite a large number availed themselves of this opportunity. One room in the high school building was reserved for the use of the teachers of the country schools and boroughs. Several teachers had the work of their pupils in this room on exhibition, all of which reflected much credit upon the instructors.

SHAMOKIN.—Supt. Harpel: Our schools are now in good working order. Our teachers are becoming more independent in their class work. endeavoring to apply the principles which underlie true instruction, instead of trying to imitate the "so-called" methods of others.

TIDIOUTE.—The directors at Tidioute have just completed a large wing to their school building, increasing the capacity from six to twelve rooms. The whole twelve rooms are heated by steam, and supplied with good ventilating apparatus. The leading magazines of the day, and several political, educational and religious journals and papers, have been subscribed for by the patrons, and come regularly to the reading room. Mr. J. L. Grandin and Mr. John M. Clapp have put in several hundred dollars worth of physical, kindergarten and other apparatus, and Mr. E. B. Grandin has put in several hundred dollars worth of books. The school numbers about four hundred scholars, and employs eight teachers, a principal, a teacher of vocal music, and a librarian. Two years ago there were two hundred and fifty scholars taught by a principal and four teachers; the library was small, and they had but little apparatus. This is what can be done *by electing good men for school directors!* The principal of the school is Mr. S. F. Hoge, late Superintendent of Greene county.

YORK.—Supt. Shelley: The teachers have organized classes for self-improvement. These meet weekly in the evening. We are about to open a teachers' reading room. All the leading educational journals will be kept on file, also

BOOK NOTICES.

BEN-HUR, A TALE OF THE CHRIST. *By Gen. Lew. Wallace, now U. S. Minister to Turkey. Pp. 552. New York: Harper & Brothers.*

In momentous subject-matter, and graphic brilliancy of execution, this is the foremost historical novel in the language. It has no peer, and in the nature of the case can have no successor. Omnivorous reading is not the best for mental health and vigor of mind; especially in this prolific age, whose issues from the press no man can number, and to catalogue them even would be a burden. Great discrimination is therefore imperative in determining *what* to read. Amongst the trash that constantly invites and repels, there occasionally appears a book so exhaustive, within its scope, of a subject or an era, that it crystallizes in its production whole libraries and wide learning, giving the kernel without the husk, for the benefit of the general reader, and should have a universal circulation, for what it is in itself, and for its stimulating suggestiveness. Ben-Hur is of this description, and after rapid perusal under the fascination of plot and narrative, can be profitably re-read and studied in detail, for what is in it more than the subordinate incidents. It covers the period of the Saviour's time on earth, beginning with the meeting of the three wise men in the East, and ending with Nero's incipient persecutions; and gives amongst other things, life in Jerusalem, desert life, Roman power and despotism, the scenes of the nativity and annunciation to the shepherds, the meeting of Herod and the Sanhedrim, and the three Magi, a naval battle and the life of a galley slave, Antioch the magnificent, Arabian horses and their achievements, leprosy and the crucifixion, all drawn with a master hand. It is throughout orthodox, reverent, devout. The main thread of the story is the Jewish idea of the expected Messiah as a temporal sovereign, contrasted with the Christian idea; and we see how impossible it was for the Jewish mind to comprehend in advance the idea of a spiritual kingdom, and spiritual sovereignty over the hearts of men. It is a book that should be in the hands of every teacher for mental refreshment under the routine drudgery of the school room; and of every student who is laboriously working his way into classic literature and the historic past. It was this book, then just issued, that led to its author's appointment as Minister to Turkey. When President Garfield signed the commission, he wrote on the margin "Ben-Hur. J. A. G," strong testimony to the merits of the story. H. C. H.

THE ENGLISH GRAMMAR OF WILLIAM COBBETT. *Carefully Revised and Annotated by Alfred Ayres, Author of "The Orthoëpist," etc. Pp. 254. New York: D. Appleton & Co.*

"Of what use," some one may ask, "is the republication of a grammar more than sixty years old, when we have such a superabundance of new works on the subject?" The best answer to such a question will be found in the perusal of the book itself. Cobbett was an oddity in every way, a "man who had the courage of his convictions," though they kept him in hot water from the time he ran away from home to enlist as a soldier until, a few years before his death, being returned to Parliament, he henceforth, like Bottom in the play, "roared as gently as any sucking dove." It was in one of his periodical migrations to America—for it was ever the frying pan or the fire for him, between his English Grammar in the form of letters for the instruction of his son. His qualifications for the task were scarcely such as would be considered requisite in these days of advanced linguistic science, but he possessed a style unequalled in perspicuity—unless it be by that of Dean Swift and Junius—which is "the perfection of rough Saxon English." Mr. Ayres' emendations are limited to the points in which the usage of the present day differs from Cobbett's teachings; to the few errors of diction found in his pages; and to a discriminating use of the pronoun *that* instead of *which*, so as to avoid ambiguity. Cobbett is worth reading, not only because his book is the most amusing grammar ever written, but for the sound sense which distinguishes it. The publishers have furnished it with a very tasteful dress, and it is of convenient size for use anywhere.

TWENTY POEMS FROM HENRY WADSWORTH LONGFELLOW. *Illustrated by Paintings by his Son, Ernest W. Longfellow. Boston: Houghton, Mifflin & Co. Price $4.00.*

A selection from the favorite shorter poems of the father, illustrated from the paintings of his artist son. These pictures, some forty in number, engraved by the best artists, charmingly supplement the text of such poems as "The Day is Done," "It is not always May," "Village Blacksmith," "Seaweed," "Amalfi," "The Lighthouse," "Three Friends of Mine," "Becalmed," "Chrysaor," and others. The book is issued in sumptuous style, and handsomely bound as a gift-book of the holiday season.

THE HANDY BOOK OF OBJECT LESSONS.—*From a Teacher's Note Book. By J. Walker. Pp. 227. Philadelphia: J. B. Lippincott & Co.*

This little work is divided into two series, each subdivided into four parts. The first series contains lessons on: I. Animal Kingdom; II. Vegetable Kingdom; III. Mineral Kingdom; and, IV. Miscellaneous, embracing talks on the common articles used in the household and the school-room. As an illustration of the mode of treatment, we have in the talk on the snail: I. Description of the Snail; II. Habits; III. Uses. The second series contains lessons similarly arranged under the heads of Physiology, Physical Geography, Manufactures and Miscellaneous.

There is a great deal of useful information in these pages, needful not only for children but for those of larger growth, and the style has a charming quaintness that reminds us of the days when Lindley Murray's Reader was in vogue. We infer that the author is an Englishman of the old-fashioned school. The book is tastefully bound, but the type and paper are rather inferior to the external appearance.

A TEXT-BOOK ON PHYSICS.—*By Henry Kiddle, A. M., Late Supt. of Schools, New York City. Pp. 272. New York: William Wood & Co..*

Ganot's *Elements de Physique* has been in use for a number of years in the schools of Europe and this country, and is at present recognized as perhaps the most complete and thoroughly scientific work of its class. The severely mathematical character of the complete work makes it unsuitable for use in elementary instruction, and so the author has prepared an edition based upon the original, and adapted to meet the wants of our secondary schools. It has been his aim, by as close adherence to the text of the larger work as

an introduction thereto. In addition to the text, the book is supplied with full synopses presenting a clear analysis of the chapters preceding, and serving the teacher for purposes of drill and examination.

The Applications of Principles supply an exercise intended to stimulate a spirit of investigation on the part of the pupil. Whenever the subject admits of it, problems of exercise have been given, to discipline the mind and apply the principles acquired to purposes of practical use. The author uses the English system of weights and measures, deeming them better suited than the metric system for so elementary a work. The book contains three beautiful colored plates and two hundred and ninety-five wood-cuts, and is printed in large clear type. Taking it all in all, it makes a fine large volume, beautiful in appearance and satisfactory in contents.

HAND-BOOK OF DATES. *By Henry Clinton Brown.*

We learn from an introduction to this manual furnished by Mr. W. W. Newton, of Pittsfield, Mass., that this compilation is the result of the labor of a young friend in his college vacation, and that it was at Mr. N.'s "urgent request" that he was prevailed upon to publish the work. Inasmuch as the author states in his preface, that his "aim has been to make accuracy its chief recommendation," he thus challenges attack at a point in which he is especially vulnerable.

The book is divided into two parts, the first of which is a Chronological Index, giving the principal events from the Creation to the present year. In glancing over this table, we are struck with astonishment at the precision with which our young student fixes the exact dates of events concerning which all known records are so wofully deficient. It is refreshing to learn that there is at least one person who knows the precise year of the birth and death of the ancient patriarchs, and that it took him only one vacation to settle it all. It must be genius alone which enables him to transcend the recognized orthography of proper names; to make "the child" Joseph just seventy-one years old when he was sold into Egypt; to inform us that "Charlemagne made war upon the Saxons in 872," fifty-eight years after his death; and to combine the two Plinies into one. The *raison d' être* for the second part is thus accounted for: "I have often found, when I wished to ascertain the date at which a certain event occurred, that it was a work of time as well as of labor to determine the date by referring to the chronological table, for the reason that it is the date which one wishes to find, and it is impossible to turn to it." All perfectly true: and now let us see how well "the vacancy" is filled. Let the names which, as Tacitus says, "shine by their absence" attest. We call the roll of the Indian heroes—no King Philip, Pontiac, or Tecumseh responds, and Pocahontas, though absent, suggests Smith; but of this ubiquitous family, the only representative is the Mormon prophet. It may be that "the only good Indian is a dead Indian," but where was "the student" when Miltiades, Hesoid, Isocrates, Eschines, Plautus and Ovid were forgotten? Has one short vacation served "to pluck from the memory" the names of Mahomet, Richelieu, Voltaire, Paine and Renan? The Medicis and the Rothschilds are alike unrecognized, and the proudest lord of Douglas needs not fear that "Percy sees his fall," for the same dust of oblivion covers both. What is fame when Godfrey of Bouillon, Bayard, Gaston de Foix, Sobieski, Prince Eugene, and the Great Condé are unremembered? What are Bismarck, Gladstone, Castellar, Gambetta, and Metternich, when even a chronologist deems them unworthy of note? The student of science will look in vain for Arago, Laplace, Priestley, Somerville, Morse, Franklin, and Fulton. Has Massachusetts already forgotten Emerson and Longfellow? Then peacefully may the shades of Southey, Chatterton, Lamb, Drake, Halleck, Poe, and many others of the brotherhood of song, rest in the same oblivion with the great Chaucer. Well is it for Michael Angelo, Thorwaldsen, the Van Eycks, Titiens, and Rubens, that their works live after them, for Time's chronicler knows them no more. Napoleon is allowed to appear, but his imperial crown is robbed of all its jewels, save Ney and Murat. Let the generals of our late war whose names twenty years ago were on all men's tongues, learn what glory is, since they are already consigned to the tomb of the Capulets.

Where names are given, many of the descriptions fail to distinguish the individual by the facts which have rendered them famous, making it uncertain to whom reference is intended. Thus under Helen of Troy, the only entry is "dishonored by Theseus of Athens, 1213 B. C." Bligh, known to the world as the captain of the Bounty, whose brutality led to the mutiny of his crew and the subsequent settlement of Pitcairn's Island, appears only as "Gov. Bligh, deposed from tyranny in Australia, 1808." If we look for Pragmatic Sanction, we are informed that it "was settled in France in 1439"—a statement which would be correct if the date were 1438, but totally irrelevant, as *the* Pragmatic Sanction of history was proclaimed by Emperor Charles VI. of Germany nearly 300 years later. Under John Law, we find the following: "Laws John, bank exploded in England, 1719," which is correct in all except these few points: his name is not Laws, his bank was not in England but in France, banks do not *explode*, and this bank failed in 1720, instead of 1719. We might go on, but this is enough. Let the compiler take another vacation upon his book, and "reform it altogether."

ELEMENTS OF CHEMISTRY.—*For the Use of Schools, Academies, and Colleges. By Edwin J. Houston, A. M. Pp. 445. Philadelphia; Lippincott & Co.*

This manual forms the fifth in the series of textbooks on the natural sciences prepared by Prof. Houston, of the Central High School of Philadelphia, and it contains within a compact space the essential principles of the science of chemistry in its latest developments. In treating a science so full of interesting facts as chemistry, good judgment is necessary in making such a selection as will be of practical importance, and at the same time serve to elucidate some essential theory. In this respect the author has admirably succeeded, and his book presents a clear and gradual development of the science. The illustrations are fair and plentiful in number. Each chapter is followed by a syllabus and questions for review.

POLYMNIA. *A Collection of Part Songs and Choruses for Female Voices. Compiled by S. Lasar. Pp. 176. New York: Wm. A. Pond & Co. Price $1.00. For Examination, 75 cts.*

This is a choice collection of such songs by leading composers as the compiler, a teacher of wide experience, has found best adapted for female voices. Mendelssohn, Schubert, Abt, Hiller, Raff, Reinecke, Smart and others, are names prominent in the table of contents. The title means "rich in song," and the contents fairly justify it.

THE ATLANTIC MONTHLY, whose list of contributors has always been the best that the country could produce, tells its story upon the fourth page of cover of the present number of *The Journal.* No word of praise from us is needed for the "ATLANTIC."

IF the voice be not of the best, it is of small consequence. The full-voiced sound will absorb all individuality of voice. Each will be aggregated with all. The little separate waves will go to form an entire ocean of sound, a multitudinous oneness and massive whole, without any prominent individualizing. Especially is this true when the voices are under the controlling and assimilating influence of a powerful, and well-played organ; and, in congregational singing, the organ should have the largest liberty of utterance, the foundation-stops being alone employed. So then it may be taken as a fact that, in the people's music of the church, the control and use of the voice require little artistic training, but only so much musical endowment as almost everybody naturally has, and so much musical memory as to remember such simple melodies as form the staple of tunes adapted to general use. All the better, to be sure, if preliminary training has been secured, with some knowledge of the elementary rules of music. This were best done in early life, and while at school; and we hesitate not to say that it is a great mistake whenever in any school, public or private, instruction in music and singing is omitted for what is thought more practical.

ROW, ROW, CHEERLY ROW.

D. M. MULOCK.
"EMIGRANTS' SONG."

Steady Time.

1. Pull, brave boys, pull on to - geth - er, Row, row, cheer - ly row,
2. On through vir - gin for - ests go - ing, Row, row, cheer - ly row,
3. Build the hut and clear the for - est, Row, row, cheer - ly row,

Hand to hand thro' wind and weath - er, Row, row, cheer - ly row. O'er the smooth, deep
Where the might - y riv - er's flow - ing, Row, row, cheer - ly row, With the old land
Help will come when need is sor - est, Row, row, cheer - ly row, Nev - er let our

wa - ters glid - ing, Row, row, cheer - ly row, Or the ra - pids dark di - vid - ing,
far be - hind us, Row, row, cheer - ly row, Where the new - land home shall find us,
cour - age fail us, Row, row, cheer - ly row, Nev - er let one friend be - wail us,

Chorus,

Row, row, cheer - ly row. Pull, my boys, pull on to - geth - er, Row, row,

cheer - ly row, Hand to hand thro' wind and weath - er, Row, row, cheer - ly row.

tween

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OFFICE OF DIRECTOR AND DUTY OF SCHOOL BOARDS.*

BY THOMAS H. BURROWES, LL. D.

THE relations of Parent and Teacher to each other, and of both to the child, have been often and fully discussed. The various principles and duties involved in these relations need not here be repeated in detail. It may be stated, however, that in priority of claim and of authority, the power of the parent over the child precedes and overshadows that of the teacher. In a word, the teacher is but in the parent's place, for a specified purpose, and clothed with the parent's right and power to do that for the child, in the accomplishment of that purpose, which the parent either has not the leisure or the ability himself to accomplish. On his part, the child owes to his teacher the same unhesitating obedience, and the same respect, while subjected to his authority, which the parent would be entitled to, if himself in discharge of that authority.

These are the main principles involved in these relations. Their application to the office of Director, now proposed for consideration, is more close than is generally supposed; while they are, if properly applied, calculated to exhibit that office in its true and full light.

It cannot be too often repeated, that the object of the establishement of the Common School system was not to introduce some previously unknown mode of instruction, or kind of knowledge, or new relations in society. Neither was it designed to supersede, in any of its just elements, parental authority; nor to clothe the teacher with greater powers than he had before; nor to subject the child to the performance of more severe duty than he owed before. Nothing of this kind was either designed, or required by the circumstances of the case, nor would it be proper.

Its object, at once simple and grand, was: To render all the schools in the State as good as the best; so to increase their number as to accommodate all the youth of the State; and to confer upon every child in the commonwealth the full and free opportunity to acquire a sound education—whether rich or poor, whether blessed with provident or cursed with careless parents, whether possessed of bright parts or only endowed with ordinary powers of usefulness. In a word, it was not to impart a common—meaning thereby a mean or limited—education to all, nor yet an inferior education to the common—meaning the lower portion of the people—but it was to render the blessings of sound, safe, and useful knowledge common to all our youth, without reference to wealth, rank or position.

How was this great purpose—worthy of the best minds, the warmest hearts, and the purest natures in the State—to be effected? If we examine the history of the Common School system, and carefully study the laws

*WE present herewith a lecture by the late Dr. Thomas H. Burrowes, upon the responsible office of School Director. He had given much thought to this subject, and the views here advanced are no less sound to-day than twenty-five years ago.—ED.

establishing it and regulating its operations, we are struck by the exceeding attention that was paid to two points, which seem to have been esteemed essential elements by its originators, and which have never, and should never, be lost sight of. These are:

1. The solicitude with which the consent of the people—the parents—was sought after, to the new system.

2. The careful avoidance of all unnecessary interference with, or infringement of, the parental power over the child.

It is unthinkingly asserted by many, that it was an error in our first school acts, to make the acceptance of the common school system dependent, in each township, ward or borough, on the consent of the voters. This assertion, with all due deference to the opinion of others, is believed to be itself an error. Our people, here in Pennsylvania, are not volatile or impulsive; but on the other hand, though slow to form opinions and change their habits, they cannot be driven faster than their own convictions of right lead them. They occupy a middle ground of intelligent steadfastness, which it would be well for the Union if it were more general. They had, generation after generation, raised their families in virtuous industry, improved their farms, performed their duties as members of the social and political State, and elevated the commonwealth, if not to the most brilliant, yet certainly to the highest and most reliable position in the Union. All this was done with small advantages of education; not because knowledge in itself was originally undervalued or despised; but because, in the labor and rudeness of a new country, amidst the thousand pressing wants of the wilderness and the habits of thrift inherent in them as a people, there was small leisure for learning. So it came to pass, that learning, at least in its higher departments, necessarily fell out of use.; and this continued so long that men, finding they could succeed measurably well without it, finally came, in large numbers, to the conclusion that, except in its mere rudiments, it was unnecessary if not dangerous.

This was the character of the people, and this the state of their feelings in relation to education, at the era of the Common-School dawn. The men who hailed that dawn from points elevated above the mass, and anxiously longed for the effulgence of its mid-day glory, were, nevertheless, too conversant with their own people to be ignorant of this state of things, and too wise to attempt suddenly and forcibly to correct it. Hence it was, that, first of all and for many years, the periodical consent of the people of each district to receive the system, was made a condition precedent to its adoption; and that its general adoption only took place at the end of fifteen years, when by use and consideration, and experience of its benefits, the people had generally become convinced of its fitness to their wants.

It is impossible now to ascertain what would have been the result if the system had, at first, been abritrarily enacted into general operation by the Legislature. It is probable, either that its early repeal would have taken place, or that it would have been so modified and weakened, as to be scarcely worth preserving. But the wise course pursued, while it avoided either disaster, threw the nature and merits of the system itself before the people, as standing and general topics of discussion. This agitation of the question was thus thrown into every family and vicinity and district. The system itself being strong in right and adaptedness to the occasion, could not suffer, but gradually triumphed in this conflict; till it was finally made into a positive and general law of the land, less by act of the Legislature than by actual cessation of opposition to its general principles, in 1849.

It is true that opposition is yet heard and felt; but this is not so much to the system itself, as to some of its details, or to some acts of its administration. It is now a fixed portion of our public institutions; and is as firmly founded on the consent of the people as any other of those institutions, no one of which is without its fault-finders.

The other prominent object in the original formation of the system—the protection of parental rights—though no less essential to its safe operation, has been less developed by time and experience; but when duly considered it is equally honorable to the sagacity and patriotism of its framers. A brief statement of the nature, and of the provisions for the protection, of this main object of the system, will most abundantly show this to be the case.

As between a parent and the teacher of a private school, what are the acts necessarily performed—the power always retained—by the parent? In the first place, he chooses the school and the teacher for his child. Next, he designates the studies to be pursued. Thirdly, he selects, or at least can if he wish, control the books to be used; and lastly, amongst his primary acts of parental authority, he determines the duration of the term of instruction in each year. Then

amongst his continuing duties towards the school, may be mentioned those of seeing that his child attends regularly, of frequent visitation of the school to be convinced that it is conducted in accordance with his just expectations, and of co-operation with the other parents, in seeing that it is protected against outward injury, and free from inward impropriety.

These are all powers and duties of the utmost importance. The selection of the instructor of his children is no less than the determination of their moral character and intellectual rank, so far as school influence —and it can scarcely be over-estimated— extends. The choice of studies is to a great extent that which gives direction to the child's turn of thought and to his avocation in life. The books used may be such as to influence the morals, the religion, and the literary character of the pupil's whole life; and the duration of instruction, of itself, in most cases, determines the amount of knowledge he shall acquire. No less important are the continuing duties of seeing that the child regularly attends school, that he may duly profit by its instructions, of visitation, that the teacher may be encouraged and kept within his proper sphere, and of co-operation with others for the protection and supervision of the school.

If these and other similar and dependent duties had been faithfully and generally performed by all the parents in the State, there would have been little necessity for a public system of education. But unfortunately this was not, and probably never will be the case. Some are too ignorant, some are too busy, some are too careless, some are too vicious. Hence, the Legislature was impelled by the necessity of the case and the wants of so many of the mentally perishing rising generations, to establish a general— a public—a free—a COMMON system, for their education and training in the light of knowledge and the habits of virtue. Hence, also, the most delicate and difficult task to be performed, was the safe deposit and the proper exercise of the very parental powers just enumerated.

In the framing and operation of a public system, it was obvious that all the parents of a district could not be called into office and clothed with its powers. The withdrawal of these powers from them was, therefore, on the one hand, imperative. But on the other hand, the object was to withdraw them no farther from the parents than might be absolutely requisite to their efficient discharge; and, at the same time to keep those entrusted with them, as much within the attention and control of the parents themselves, as might be consistent with the rights of all, and the efficiency of the duties to be performed.

The happy expedient hit upon, was to cause the parents (or tax-payers) of each District, to elect six of their own body, and of their neighbors, who should become the depositories and executors of so much of the authority of the body of the parents, as imperious necessity demanded to be taken from them, for the common good; to keep these representatives in the line of accountability by frequent elections; and to deprive the office of pecuniary attractiveness, by requiring the persons elected to give their time and their labor, in turn with their fellow citizens of the district, without fee or reward.

This is the Directorship of our Pennsylvania system. This is its great conservative —reasonable—feature. This is the principle had in view by the wise framers of the system; a principle, it is true, not yet fully developed or understood, but one which should not hastily, or without full consideration, be abandoned or materially changed. It may and probably does require some additional legislation to give it full effect; but its failure to accomplish all that was originally expected from it, may be owing merely to some incompleteness of detail, and therefore, no more argues unsoundness in the principle itself, than does the overclouded dawn foretell the total absence of light during the following day.

This, then, is the office of Director; clothed with so much of the parent's power, as, but no more than is necessary for the common good; with one hand establishing, supporting and governing the school, just as a judicious parent would desire to see done; with the other selecting and sustaining the teacher, and protecting him in all his just rights and proper actions. In comparison with it, there is no secular office of greater or more vital importance in the State.

These two essential elements—the consent of the people, and the full representation of parental authority—form, the one the strong foundation, and the other the sure perpetuity of our common school system. While resting on common consent, and administered for the benefit of the rising generation in accordance with the reasonable wishes of their parents, no power on earth can shake it.

But, though the Directory is the great and ruling administrative feature in the sys-

tem, like every other portion of our popular institutions, it is dependent for full success on the manner of its administration, and on the degree of popular support accorded to its discharge. The manner of its administration depends on the Directors themselves. The support requisite to its success must come from parents and teachers.

In considering the means of rendering the directory efficient and successful, by its own proper discharge, it is of course out of the question to expect that the school affairs of any district can ever be so administered as to satisfy every one. Nor is it, in fact, to be wished for. There are, in every community, some individuals so captious as to find fault with the best efforts of others; and there are, not unfrequently, others so wrong-headed as only to be satisfied with that which is wrongly done. The one it would be hopeless, and the other it would be criminal, to attempt to please. But the great majority have neither this innate spirit of fault-finding, nor this proclivity to error. Their desire is to see right done, and to support the doer; and them it is not only possible, but a duty to satisfy, even in discharging the difficult and thankless office of School Director.

Amongst the least desirable duties of the earlier Boards of Directors, under the system, was that of locating new schools. Few calls of this kind are now made upon the judgment and patience of Directors. But still, occasionally, a new school becomes requisite; and just in proportion as the benefits of the system are becoming fully understood, is generally the bitterness of the strife for the location. In all such cases, the Director should raise his views above personal considerations, or mere present or temporary convenience. He should bear in mind that the school-house has now become a public and abiding institution; that, if well placed, it may continue for ages the radiating centre of refinement and knowledge—the promoter of health and good taste: and that, though all may not now be satisfied, yet that it ought to have the elements of healthfulness, pleasantness, accessibility, and sufficient centralness to reasonably accommodate all who are to resort thither. Anything short of this should not be satisfactory. More ought not to be expected.

The proper construction of the school-house is also a matter of vast importance. It is one, too, which will soon more and more demand the attention of Directors. Not only are new buildings, at new points, still occasionally required, but the tendency of the system is towards replacing many old school-houses with others of a proper construction, as rapidly as the means of the Districts, and the feelings of the Districts will justify the changes. The means and the feelings of the District—both should be to a proper extent, consulted, before the old house, if at all tolerable, be torn down, and a new and expensive one reared in its stead. It should always be borne in mind that the building up of the system, and not of houses, is the first object to be kept in view; and that good teaching may take place in an old house. The old house should, therefore, not be displaced until the means and the improved educational feeling of the District will bear the change; unless, indeed, in cases in which the health of the pupils suffers from its use. Then no consideration should continue it for a single season longer. As to form of construction, it may be briefly said, that sufficiency of floor area, height of ceiling, healthful ventilation and heating, pleasant light and comfortable furniture, are the great desiderata.

The choice of the teacher is, after all, the great point requiring knowledge, prudence and firmness. It need scarcely, at this period in our educational progress, be remarked, that three months instruction by a competent instructor is not only worth more than a dozen by an incompetent one, but that in some cases, a closed school-house would be far better than the kind of training actually imparted. It is, however, as impossible for Directors to please all in the selection of their teachers as in the location of the school-houses. Still, certain great principles should be kept in view, and, if so, will in most cases lead to satisfactory results. The compensation should be such as to attract respectable talent and acquirement. The term of teaching should be long enough to enable the instructor to show results. The former teacher, who gave pretty general satisfaction, who caused his pupils to make good progress, and who possessed their confidence and love, and attracted a full attendance to the school, should always be retained if possible. A County Superintendent's certificate, backed by such results, constitutes the holder a full member of his profession, and should cause his retention in the district at almost any cost.

The arrangement of the course of studies is an act of more importance than is generally supposed; but the error most frequently committed is that of including too much.

The desire of many Directors, and of

many teachers also, instigated by the unthinking impatience of parents, to have the higher branches introduced, has injured many schools and thousands of young minds. On this point the truth seems to be forgotten, or overlooked, that on a foundation of thoroughness in the rudimental branches of knowledge, not only can the superstructure of the higher studies be readily, and speedily, and solidly raised by the teacher, at the proper time, but that, thus trained and prepared, the pupil is in a condition to educate himself, by his own efforts, to any desired extent — while, on the other hand, the mind of the child, strained with ideas, and facts, and principles past its comprehension, scarcely ever reaches mediocrity in after life, and never becomes distinguished. Our act of assembly provides, first and wisely, for instruction in orthography, reading, writing, arithmetic, geography and grammar. Only when there is ample provision of sound and thorough instruction in these, should the pupil be introduced to additional branches; and when material additions to this course become proper and necessary, they should, in all possible cases, be provided for in schools of a higher grade.

If thus made to grow out of full preparation in the Primary schools, and consequently out of a demand by parents for higher instruction for their children, the grading of the schools—that next step in our educational progress—will be effected as naturally and beneficially, as the noiseless springing of the young plant from the sown seed, and the gradual but sure maturing of the harvest under the summer sun.

The adoption of text-books, also, is an act now of official and obligatory duty; and one which gives rise to more of hesitation and embarrassment than really pertains to it. Uniformity of books in the same school is the great end to be effected. The kind to be used is of less moment. Amongst the great multiplicity of such works now offered to the attention of Directors, some are excellent; nearly all are good; few, if any, are postively bad. The best rule, probably, for the guidance of Directors, is to consult with their teachers on the subject. Books are the teacher's tools, and he ought both to know how to use them, and which are the best. Another safe rule will be to adopt, as the regular series of the District, those which have been most numerously in use; for this will cause less inconvenience, and as has just been said, the kind of books is of less importance than the use that is made of them. A good teacher will teach well with any book, and even make the errors of the text-book, if any, promotive of the pupil's progress. A bad teacher will fail with every book.

The visitation of the schools is the last duty of Directors that will now be noticed. The law provides that "they shall exercise a general supervision over the schools of their respective districts, and shall by one or more of their number, visit every school in the district at least once in each month, and cause the result of such visit to be entered on the minutes of the Board." Here is described and rendered imperative, a duty essential to the well-being of the schools; yet one which, when performed, is more burthensome and laborious than all the rest, and one which, consequently, is the most frequently neglected.

This neglect arises from natural and unavoidable causes. Directors generally are willing to give a day each month to the transaction of the general business of the District, in a board meeting, without compensation; but when there is added to this the task of riding from school to school, to perform the duty of visitation, occupying two or more additional days monthly, the tax upon their time is rendered oppressive, and it becomes necessary to attend their own home duties in preference to those of the public.

This defect in the administration of the system had been so general, so long continued and so detrimental, that in 1854, it was one of the main reasons for the creation of the office of County Superintendent; a chief duty of that officer being the inspection and visitation of all the schools in his county. But, though the agency of the superintendency, wherever faithfully executed, has fully come up to the just expectations of its advocates in every other department of duty — to the extent even of constituting its creation a marked era in the history of the system—in this it does not, because it cannot, fully meet public expectation. This is the case more especially in the larger counties. In such, with from 200 to 400 schools and a teaching term of say six months, more than one visit cannot be made to each school in the year. Yet it is a strong and decisive argument in favor of proper visitation, that this one visit by an able professional teacher, has, almost without exception, shown the utility of the practice, and raised a general demand for an increased official Supervision. Every true teacher—every experienced Director—every intelligent friend of the schools, is of this

mind; and various plans for the accomplishment of the object have been proposed.

All admit increased visitation to be indispensable to the improvement of the schools, and that to insure its due and regular performance, it must be paid for; but few agree as to the mode. Some recommend the entire abolition of the Directorship and the appointment of a District Superintendent, to be clothed with their powers and paid for his services. Others are in favor of retaining the office of the Director, but of creating, in addition to it and for the special duty of visitation, the office of District Superintendent. Others again advocate the reduction of the number of Directors to three in each District, and their payment for the performance of their duties; while still another class propose the retention of six Directors, with payment for their services, including that of visitation.

Strong reasons are advanced for each of these plans; but against all of them, arguments drawn from the nature of our system are urged, and with a force that should not be disregarded. As attempted to be shown in the early part of this discourse, the Directory, as the parental representation, is the great conservative feature of the system and its chief element of strength. The abolition of the Directory would be the destruction of this great element, and is, therefore, not to be seriously thought of. So, the withdrawal of the right and power of visitation from Directors, is to that extent a restriction of the same element, and to that extent, also objectionable. In the same way, the decrease of Directors to three, is a diminution of parental representation; while the project to pay a Board, either of three or of six, is the introduction of a new principle into the system, which may or may not be beneficial.

The probabilities are that this last named change would not effect the object in view, while it might deprive the office of that strong degree of confidence it now possesses. So long as citizens give their time and their labor to the public gratuitously, they will, at least, be free from the suspicion of mercenary motives, and the office itself will not become the object of the money-making office-seeker. But attach to it a compensation equal to the value of the time employed and the services to be rendered—and no less, if any, should be given—and like the office of supervisor or assessor, it at once becomes desirable to many, with neither the intention nor the ability to discharge its duties for the sake of those duties.

Still, though the unpaid, full, township, ward, or borough Directorship is an essential element in our State school system, it has its defects; and chief amongst them is its failure in regular visitation. If properly considered, however, this failure will be found to be a defect, not in principle, but in detail—the want of a mere addition to parts already in existence and in useful operation—not the proof of a radical error in those parts. *This addition may be effected by a very slight change in the administration of the law, and thus the whole evil be remedied.*

The portion of the law, just quoted, relative to supervision by Directors, permits the visits to be made "by *one* or more of their number;" and the 14th section of the same law (Common School Act of 8 April, 1854) after describing the duties of the Secretary of each Board, says, he shall "do and perform all other acts and duties pertaining to the office of Secretary of the Board, and *for his services* he *shall receive such compensation as the Board may direct.*" Here is nearly, if not entirely, what is needed. All that is required, at the utmost, is a declaration, by the proper authority, that the duty of visitation, in such manner as shall be prescribed by the proper Board, shall be one of the duties of the Secretary.

Thus would our beautiful and symmetrical Pennsylvania graduated system of control, supervision, and visitation, be completed. The rights and powers of parents would continue, as they ought to be vested in the hands of the Directors—the neighbors—the fellows—the representatives of those parents; while Directors, relieved of the most onerous and difficult part of their labor, could and would still perform the rest without compensation, other than that of benefiting their own offspring and those of their fellow citizens. One day in each month, or part of a day, during the term, with one before its commencement to make preparation, and one after its close to make settlement, would be all that those duties would necessarily occupy. Not that Directors should be deprived of the right to visit the schools altogether. That right would still continue, and would probably then be as frequently exercised voluntarily, as it is now compulsorily.

To the Board, as the head of the system in the district, the Secretary as District visitor would report, and to them he would be amenable. By him the duty of supervision and visitation would, in most cases, be much more effectually performed than by all the members of the Board, even if

paid for their services; because the best qualified member of the Board, and the one who had most leisure, would no doubt be chosen to the office.

Diverging from the District Secretary, on the other hand, a report would be made periodically to the County Superintendent, whose annual or semi-annual visitation of the schools would thus be rendered more effective and satisfactory. From the County Superintendent, the collected reports and statistics of the county would reach the Common School Department at Harrisburg; and thus accountability and method, life and harmony, be infused into the whole.

These suggestions are the result of much thought on this difficult and now urgent question. They are respectfully thrown out, in the hope of relieving the office of Director from its greatest embarrassment, and of retaining that vital organ of the system in full power and usefulness. It is evident from the signs on every hand, that some change must be made. It would seem to be the part of wisdom to adopt that expedient which, while it shall effect the whole object, will disturb the rest of the machinery of the system as little as possible; and this seems to possess both these requisites.

But, relieve and strengthen the office of Director as we may, it will still be greatly dependent on the favor and support of others, for efficiency and full success. Without public confidence and a generous liberality of feeling towards it, neither this nor any other public office, in a land of free opinion, can effect its whole object; and chief amongst the sources of this indispensable support are the parents of the District: using here and in other parts of this discourse, the term parent as embracing all who have the charge of youth, and as synonymous with voter; inasmuch as those having the care of youth are not only those most directly concerned, but generally constitute the controlling majority.

This class can, in various and influential ways, sustain and render powerful for good the office of Director. In the first place, the election of none but citizens fit and willing to perform all the duties belonging to the position, is due alike to the office and to the youth of the District. No other should or can consistently accept it. But certainly none other should be elected. If asked to describe the person proper for a school Director, we would say that he should be:

1. One who has children of his own, or the charge of those of others, to educate. Such a person will be apt to feel a direct interest in the welfare of the schools. This is a good general rule; but, as there are no such rules without exceptions, there may be heartless persons with families who care not for them, and there are many large-hearted men without families. As exceptions, the former should always be avoided and the latter elected, if otherwise fit and willing to serve.

2. No one who sends his children to other than the common schools, of the same grade, should have the direction of the latter. If they are not good enough, or if he is not willing to make them good enough for his own children, he ought not to be either troubled or trusted with their care. If he be, the chances are, either that he will neglect the duty, or discharge it as a tax-saving operation.

3. Men in full and successful business, if they will accept the office, generally make the best Directors. Such persons, by energy and method, usually make time to perform all they undertake. Persons of leisure should not, as a general rule, have their leisure disturbed by the affairs of others. If it be, in most cases, they will only be rendered uneasy and the public disappointed.

4. The old, tried, experienced, efficient Director should always be re-elected as long as he can be induced to serve. His knowledge of the condition and wants of the District, and his experience in the ways of teachers and the ways and waywardness of parents and children, are invaluable, and will be found to add largely to the economy, efficiency and harmony of the system.

Having thus filled the Board with large-hearted, practical, attentive Directors, the next duty of parents, in this connexion, is to strengthen their hands and cheer them with that fair and generous support, which an office so eminently unselfish always deserves.

It is said there are two sides to every question; more than this is often true of those numerous local school questions which embarrass school-boards; for some of them seem to have a dozen. But, like all other questions, only one side can be successful in the final decision. Hence would seem to arise the necessity of conceding to School Directors, at least as much confidence in their official acts, as is almost uniformly accorded to other public officers. Their duties are sufficiently disagreeable and onerous in themselves. But if rendered more so by captious fault-finding, who will be

found to undertake them? Parents should view the matter in this light, and concede purity of intention, at least in every case from which positive evidence of the contrary is absent. Not only should they do this as an act of justice, but, as a matter of policy, they should manfully and unitedly sustain the action of their Board, whether they approve of every little minor detail in it or not; convinced that in no other way can their administration be made fully effectual. An inferior system of action on any subject, efficiently and harmoniously carried into operation, is better than the best system in the world imperfectly administered, or a patch-work system, made up of portions from half a dozen good but incongruous plans.

We would not be understood, here, as counselling unreasoning submission to all the projects and acts of School Directors. The point intended to be impressed, is that captious and embarrassing opposition should not be the means resorted to, for the correction of any mistakes unavoidably made, or for effecting purposes deemed better than those of the Board. If mistakes have been made, or improvements can be suggested, there will be a proper time and occasion for the correction of the one, and the suggestion of the other; and the Board that has received a generous support in its own plans, will always be the most ready and willing, at the right time, to correct its proceedings.

Finally, the teachers of the District have it very much in their power to lighten the labors of their Directors, as well as to promote their own welfare, by their couduct towards the Board,

Both Directors and teachers often take a narrow and improper view of each other, and of the relation they sustain to each other. The Director is not the mere hirer —the task-master—of the teacher—one appointed to get as much work for as little pay as possible. He is the agent of the parents of the pupils, selected for the express purpose of obtaining the best instructor for those pupils which the common means will compass, and of extending all reasonable and proper facilities to the instructor in the discharge of his duties, which the circumstances render necessary.

The teacher is neither the servant of the Directors, nor is he one whose chief object is to give as little service and get as much money as possible. He is the member of a high and most responsible profession; selected to discharge duties of the utmost importance to the community; and entitled, if those duties be properly discharged, to a consideration and to a recompense of which his salary is the smallest, though an indispensable portion.

Viewed in these lights, there is little room for unpleasantness of intercourse, or clashing of jurisdiction between the two offices. The teacher who is qualified for his position should not be interfered with or unduly controlled in the discharge of his school-room duties. That is his province. But, on the other hand, the Director ought not to be appealed to and called in on every trivial occasion of discipline or difficulty in the school. If this practice prevail, the Director will soon weary of his office, and ultimately, and generally with reason, arrive at the conclusion that the teacher is not fit for his.

Whenever the Director visits the school, he should be received and treated with the respect due to his station, as the representative both of public authority and that of the parents. The whole operations and condition of the school should be exhibited to him, and the occasion not only be made one of importance to the pupils, but of pleasure and interest to him. This may be done without lowering the dignity, or interfering with the due authority of the teacher, which no intelligent Director will attempt and no true teacher submit to.

Directors should always be spoken of with respect in the presence of the pupils, their gratuitious labors explained and commended, and their visits desired. If any teacher find his relations to the Board of such a nature as to render this course impossible, consistently with truth, his best course will be to sever the connexion at once. His usefulness is at an end in that district; and it is neither his province, nor right, under any circumstances, to implant disrespect for constituted authority in the youthful mind.

Teachers frequently demand improved and increased facilities for teaching from their Board of Directors, such as blackboards —maps—apparatus; and are not always successful. In such cases it is neither politic nor just to exhibit temper, nor to denounce the Board. It may be that it is not parsimony, but an honest want of knowledge of the use and necessity of the improvement, which stands in the way. True, the teacher is the best judge, and his opinion should be decisive; but things are not always as they should be. A little management will effect the object. The use of a temporary expe-

dient—the loan of an instrument—the employment of a little ingenuity, will do more than impatience or hard language; and the success, when thus effected, will find and leave all parties pleased with each other, and with a degree of mutual confidence which may be used for further improvements.

It is needless to follow this train of remark further. The whole subject may be concluded with the assertion—again repeated—that the Directorship is the great conservative feature in our State System of Common Schools; that the delicate and important powers it possesses could nowhere else be better or more safely deposited; and that so long as fairly and fully sustained by parents and teachers, it will effect its great objects.

INSECT LIVES—NO III.

BY JULIA P. BALLARD.

A BUTTERFLY in March! Velvety black, with wings bordered with a double row of yellow spots, and the hinder wings tailed, having also the added ornament of seven blue spots (a nebula of dotted blue points, with a frosted silvery sheen making each spot). He is the *Papilio asterias*. You have seen him in May, June or July, hovering over a bed of phlox or other sweet flowers; but unless you caught him "in the bud," or, of course, when a caterpillar, you would not have him in the middle of March.

The sole occupant of a glass fernery, sipping from sugar-sprinkled moss with his long, uncoiled tongue, he seems quite at home, and sees nothing of the snow now whitening every branch and tiny shrub—knows nothing of the "April-fool," which, as Susan Coolidge says, spring throws to the flowers outside—the daring crocus and daffodil. With his moss, and some fresh snowdrops in a vase, standing in his glass house for dessert—an extra drop of sweetened water in their pure cups—he is monarch of his little world.

As a caterpillar, he was handsome. At first a tiny black caterpillar, with a white stripe running through the centre of the body and across the tail, and covered with some small black dots or points. The next coat has but one white stripe across the middle, on the sixth and seventh rings, with orange spots beneath the black points, two white spots on his first ring, and a row of white spots on each side. Then at last he has a rich coat, striped with black and dark green, and ornamented with deep yellow spots. But his chrysalis is quite plain, with nothing of the exquisite beauty of the green and gold house of the Danais. But when he leaves his shell, coming out by the narrowest possible front door, so that you must look sharp to see the thread-like opening, then he is much handsomer than the Danais butterfly. So, many people, living in plain tabernacles, and sometimes regarded homely by others, have something within, waiting to give great surprise, when they shall have escaped, through a narrow door, into a world of wonderful light and beauty!

The *Papilio asterias* is very fond, in his caterpillar form, of the wild carrot, or garden carrot, parsley, or celery, and any of the warm, aromatic plants, as anise, caraway, and dill.

This March butterfly, as a caterpillar, was eating his delicate carrot leaves and seeds last September at the same time with the Danais caterpillar, and as we brought them fresh leaves, day after day, and watched them go into their queer little houses at the same time, we did not know then but they would have their "opening" also, together. But while the Danais was ready to come out in a fortnight, or three weeks, the Asterias slept on until March—six months under his glass roof, without moving a hair's breadth, until he was out trying his new wings, yesterday morning. Some other kinds of chrysalides had kept him company all this time, except that they have moved a little, and sometimes a good deal (when touched with a pencil, or slightly blown upon), showing the life within; but not a particle—watch him never so closely—moves the Asterias. There were six chrysalides of this one kind under separate glasses; all of which were taken as caterpillars, and each of which I had watched go into his separate house. It is not a cocoon, woven as some are of his own hairs, or spun from some hidden substance through a spinneret; but like the Danais, it is formed under the caterpillar skin, and when he is suspended as a caterpillar, with a silken thread holding him about the body, as shown in the picture, he drops off the entire skin, and it remains, as seen, beside his chrysalis, which is pale and nondescript in color, knobbed with many little round protuberances, giving it a curious rather than pretty appearance. When one was out, the next thing was to look at others, when lo! a most surprising revelation!

Another chrysalis was empty, but the *front door* was very different! Instead of a thread wide and half an inch long, in the upper part of the back there was in the side a round hole, the size of a pea; and trying his new wings (four narrow, glossy, blue-black ones), was something more unlike the butterfly than was the circular door he came out of unlike the narrow door of the Asterias. Looking something like a saw-fly, and more like a wasp, it was a large ichneumon. The parent ichneumon, having stung the caterpillar and deposited the egg, the ichneumon was safe in his provided chrysalis home, when he woke up to a sense of his privileges, and not only appropriated the house of the Asterias, but literally lived on the occupant, eating him up and then making his own way into the world, leaving the chrysalis entirely empty, and quite whole, with the exception of the round door. His head and slender body, antennæ, and six feet, are all an ochre yellow. The eyes are large, jetty black, and oval-shaped, and back of them, on the top of the head, are three round, black beads, in a triangular position. His body is joined to his head and shoulders by a pedicle, so long and slender that he is able to work from it like a pivot, in all directions, giving as fine specimens of gymnastic operations as one often sees.

His veined, clear wings, are exquisitely glossy, and he polishes their steel blue till it burns like a mirror. He has the vanity of a Beau Brummel, judging by the great pains he hourly takes with his entire toilet. Grasping both his long trembling antennæ at once, and smoothing them out again, as a philosopher would stroke his beard, nothing is left on any of their thirty-five segments large enough for a microscope to reveal. Then his wings and six legs go through the same operation, and he is ready for a fresh supply of sugared sweets. But alas, his mouth! If he had claim to beauty in every other particular, one good look at this remarkable feature in a mirror would secure his humility forever. An hour's close study with the microscope reveals no trace of beauty about it! The most curious transformations do no good in redeeming its unmistakable homeliness. There are three projections from it—impossible to describe—two seem like short, curved legs, with which it clasps its throat, and the centre is a curved affair something like the letter V. It is very much like the mouth of a wasp, but in such constant motion that one can not guess at its exact shape or manner of manipulation.

It is well that it is so small that it does not detract from his looks except with the use of a microscope—and so long as he does not know it himself we will allow his vanity to be pardonable. One such parasite will, however, satisfy us, and we hope only the *narrow* front door will open for the rest of the *Asterias* chrysalides.

THE EARLY BUTTERFLY.

Walking up a rocky lane one warm day in the latter part of winter, my attention was called to a large, sombre-looking butterfly, lying flat upon a rock. Any sort of butterfly so out of season, was worthy of notice, and, as this one was very quiet, as if half asleep, I easily took him up and carried him home with me. He was handsomer upon inspection than at first sight I had imagined. The wings, though grave in color, were really a rich purple brown, with a broad margin of light yellow or buff, and six or seven spots of a lavender color inside of the border on all the wings. He had a queer, pinched-looking head, with sharp features, and furry front feet. I did not know his name, and as he was very restless, and beat constantly against his prison wall, I gave him his liberty. Some months after, on June 5th, of the same year, I found on a shrub, in the same rocky lane, a very formidable looking spine-covered caterpillar.

He was black, but dotted with minute irregular white spots, like tiny snow-flakes. There was a broad black line running down the back, interrupted by eight spots of brick red. Each side, also, was dotted with white spots. There were seven rows of large spines, besides a row of very small but similar ones low down, just over the feet. Each of the two centre spines on the ten rings were branched, as also the two on the last ring. As these spines were stiff and sharp, and did not lie particularly close to his body, he was treated in a very cautious manner until safe in his glass prison, although I have been told that these caterpillars, and in fact nearly all caterpillars, however formidable they may look, are in fact harmless. The fiercest one I have ever seen, that of the regal walnut moth (*Ceratocampa regalis*), very large, and with long horny spines stretched over the head, which when disturbed he shakes in a threatening manner, is said to be perfectly harmless. One would certainly prefer to test this harmlessness when he had thrown off his horns, and, after a smooth, chrysalis life, come out into the beautiful walnut moth.

The caterpillar I had imprisoned did not

at first like his confinement at all, and showed a most worthy persistency in attempts to solve the possibilities of escape, walking with entire contempt over the fresh leaves of the willow from which he was taken (and any species of which he will eat), going up and down and across to every corner and joint of the box, until, at last, apparently satisfied that he was secure in his new abode, he as wisely accepted the situation and began such a marvelous course of eating as showed that he had determined, if he must be a prisoner, not to commit suicide by starvation. Leaf after leaf disappeared and new ones were supplied, until, at length, he suddenly stopped eating, and began to weave a little thread and fasten himself securely at right angles with the side of the box, much the same way as the Danais caterpillar. His head is round, large, and flat on the top, resembling the old-fashioned velvet "jockey cap." There is no red spot on the first two rings from the head, but on all the rest; each spot, on close examination, being made of three spots close together in the form of a triangle, in this manner .·. Nothing could be much meeker, or in greater contrast to his first eager restlessness and snappishness, than his appearance after he has fastened himself by his hind feet firmly to the glass, with his head downward and bowed forward touching the glass, only a slight movement of the head now and then showing that he is alive. His three pairs of true feet he draws close together like a wedge, in short, spasmodic movements, and then slowly opens them again. At last, after a day or more of this suspension, he throws off the caterpillar skin and shakes himself into a brownish chrysalis, which operation takes but a few seconds after it has begun. But the chrysalis, which at first is soft and misshapen, has to assume its characteristic form, which it does by contracting and expanding and throwing out a protuberance, until, in about an hour, it has its shape, and its surface becomes hardened and the chrysalis complete.

This was on the 6th of June, and on the 18th day of the same month the chrysalis opened, and lo! there was my early winter butterfly, the *Vanessa antiopa*. This one was much fresher and prettier than the one found in February, and this I could well account for when I learned that this butterfly lives often all winter, hiding in some sheltered spot, stupid and almost dormant, but ready for the first sunny day, sometimes enticed from its hiding-place before the snow is quite gone, its wings somewhat worn and faded by its winter's experience. Since then I know it as the earliest butterfly, and am not surprised to see it early in February heralding the spring far in advance of any other.

FRIDAY AFTERNOON.

FROM a circular issued by Geo. O. Mastin, County Superintendent of Carroll county, Illinois, we make the following extracts:

In answer to a letter of inquiry asking for suggestions relative to "Friday Afternoon Exercises," a leading and progressive teacher wrote this: If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do, the following are presented as examples:

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.
2. Devote twenty minutes to "spelling down," using a list of words commonly misspelled.
3. Have a chart or map exercise.
4. Read a short sketch, and have pupils reproduce the thought orally or in writing.
5. Give out work, either orally or from blackboard, requiring work in addition, subtraction, multiplication, and division combined. Teach squares of numbers.
6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson.)
7. Put queer "queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will grow interested.
8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, etc. Number the answers from 1 to 10, and criticise as in written spelling lessons.
9. Give a practical lesson in civil government.
10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs *teach, lie, sit, lay, set;* the true use of the past tense and past participle of irregular verbs; and also discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.
11. Require old pupils to write, fold properly, inclose, and address a letter of some kind.

The above are among the things that

pupils can and will do. You can not expect to bring about all of these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his school room. If you know of anything in addition to the above that adds interest to above suggestions, please let the teaching fraternity hear from you. If the plan of having "Friday afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how unlimited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win. *Practical Teacher.*

ON BIBLE READING.

BY CHAS. H. HALL.

"PIP," as we call him in certain moods, is a youngster of nine summers. He had gone to bed, after saying his prayers, and was "being read to" by his mother. Pip hardly remembers when this daily reading began, and now looks on it as one of the fixed laws of nature, like the going down of the sun. He is careful to tell any chance reader in his mother's absence to read first the selection from the Bible, and to be sure to say out loud "Comment" when he reaches the notes of Miss Charlotte Yonge.

Pip was lying quietly listening to the story of Balaam's journey. It was duly announced B. C. 1452, Numbers, xxii. 22–35, and began: "And God's anger was kindled because he went." Then came the story of the meeting of the angel, and the beast on which he sat rebuking him for his folly. Then followed "Comment." Listen to a few words from this part. Balaam "was like a child, who, when a father has once forbidden a pleasure as dangerous or mischievous, does not submit, but begs and frets to have the restraint removed, not caring to please his parents, only to escape punishment and have his enjoyment. . . Many a time when we begin something, not sure that we are doing right, some little accident will serve to turn us back. In that mood it often makes us cross. Would it do so if we remembered that angels unseen may stand in our way, as in Balaam's, to save us from ourselves, and give time for our conscience to speak again?"

Thus far the "Comment." Now Pip's father was hearing the reading from his study, and by this time was turning over in his mind the doubts and perplexities which skeptics have started on the incidents of this Bible story. If we dare say it of a venerable dominie, he was somewhat in the condition where Milton leaves the fallen angels in his poem, "in wandering mazes lost."

The voice of the reader ceased, and the gas was put down, when Pip recalled his mother to his bedside, and putting his arms around her neck, drew her down to him and said, "Mamma, I *do* try to do right —I do indeed; but then sometimes I forget and get angry, or say something cross before I think. But I am sorry for it, and I try again to do better. Won't you forgive me?" Then followed a murmuring between the two, far inward at the secret shrine, over which we reverently drop the curtain, and leave them together. They had found suddenly that this strange old story had led them up to "the gate of heaven," and where angels and ministers of grace start out in ways of their own to touch the sacred nerves of the heart. The dominie found himself saying over, "Except ye become as one of these ye can not see the kingdom of God;" and again: "Where is the scribe? Where is the disputer of this world?" Many American boys would answer even as an apostle, "Nowhere!"

While he was thus musing he turned over the introduction of Miss Yonge's excellent book, and read these words (she is deeply interested in revealing truth, especially for the help of young people): "Every one engaged in education must at times have felt some difficulty on the subject of Holy Scripture with children. . . Nearly a century ago the estimable Hannah Trimmer endeavored to meet some of these difficulties" by selections and annotations of her own. For many years this was a class-book in almost all English schools, but it was found on experience to be too dignified with "Johnsonian English," and proved to be dull. Miss Yonge speaks also of "a few expedient omissions" in Bible-reading, and of her efforts to select such passages as she found "to suit with children's ordinary powers," which could be dwelt on "without weariness."

This was the book which had sent Pip to

the shrine of his mother's love to make his humble confession and to hear such absolution, not without tears and kisses on both sides, as she could give him.

And now, ye young folk of all ages, who are all the little children of the Great Teacher, what are the Sacred Scriptures read for? What do you wish to get out of them?

We would condense our answer for the young folk into the words of the Master: "In them ye think ye have eternal life, and they testify of *Me*." Jesus said this of the Old Testament, as the New was not yet written. Two reasons are given by Him. "Ye think ye have eternal life" in those old records. "Ye find in them the witness to Me." Yes, Doctor, but can children understand either reason? Well, let us see.

Can a boy understand the Declaration of Independence? Perhaps not. But he can receive into his inward sap and marrow the stories of the American Revolution, the lives of its heroes, the examples of their courage in resisting wrong, the battle of Lexington, Paul Revere's ride, the ring of Patrick Henry's indignant eloquence, and the rush of Otis's fervor for liberty. He can *feel* all that the Declaration means. Now suppose that the judges of all the Supreme Courts in the United States should become legal missionaries, and should travel over the land to lecture in our schools to the children and expound to them learnedly that document—how clear, solid, and majestic it is—would it pay? would it make better patriots of another generation? We think not.

Have our learned divines possibly been trusting too much to that sort of head-knowledge, and forgotten that the Old Testament, and certainly the New, have cared very little for it? Moses charged all the parents in Israel to teach their own children the sacred words and institutions of the Law, which had in them "eternal life." No one else was to do it for them, because no one else could do it as well. Hear him: "These words which I command thee this day shall be *in thine heart* [where they must be, to come warm out of it], and thou shalt teach them diligently unto thy children, and shalt *talk of them* [not preach them, nor be learned and Johnsonian about them, but talk of them as the heart inclines] when thou sittest in thine house, and when thou walkest by the way, and when thou liest down [as Pip did], and when thou risest up: and thou shalt bind them for a sign upon thine hand [to guide all actions], and they shall be as frontlets between thine eyes" [to guide all seeing.] This was the intention of the Lawgiver. He suited his laws to this sort of domestic instruction. Has it ever failed? Can it fail?

Every Israelite child took his earliest education from the bosom whence he drew his mother's milk, which can hardly ever give place to other food without danger. *Actual life in motion* is God's element of instruction in the Bible. If, as the poet tells us,

> Lives of great men all remind us
> We can make our lives sublime,

what shall we say of a Book which we believe that the wisdom of God prepared to this one great end for ever and ever? No matter just now as to certain difficult parts of it. There are dark sayings, forgotten customs, things that have perished in the using—many things that we do not know much about and never shall know. Life in this Book was real and earnest. It began as a stream far up in the wild region of idolatries, where nature reigned in grim solitude.

"Look," said the poet-prophet Isaiah, "to the rock whence ye were hewn, saith the Lord; look to Abram your father, for I called him *alone*." It worked its onward way like a stream through the lives and actions of certain men, now in shadow, now in sunshine, taking in other streamlets, sometimes clear and again turbid. Then it ran onward into national history, and rolled between the Two Tables of Law engraven on stones, and on the cliffs were marked old runic signs of temple worship and royal dynasties. Moss has gathered on the cliffs, but none on the river. All were to end in visions of "One like unto the Son of man," who was to receive a kingdom of saints, and reign forever. Can a boy in any way receive this Divine instruction? Can he read the lesson for himself of the Life which is eternal, which is to know God and Jesus Christ whom He hath sent?

Let us consider. Greek boys used the Iliad very much to this end. Roman boys were taught to look upon the Æneid in this way. The Buddhists hold up Gautama before their pupils with this intent. And Christian instruction for children is perforce the nurture and admonition of the Lord of life. Bible-reading, then, no matter for many places dark to science and dogma, is the reading by children of lives of great men, who were sinners all; following them through scenes of fall and recovery, in deserts of sin and on the battle-fields with spirits of evil; always looking into the true life of life, to find and feel the spiritual

manhood with its law and ordinances, which shall teach them how sin is the one evil of all alike, how repentance is the one medicine, and pardon the one peace of the true soul.

This eternal life—not some future condition of it, but the life now and here—that is under all other life, Jesus saw hidden in the Old Testament, and bade the proud men about Him to search for it there, if haply they might find it. Parents are wise, Sunday-schools are useful, and children are fortunate who, refusing to be scribes, seek to dig out this refined gold and mint it into the shekels of the sanctuary. Pip had dug out of the sad story of Balaam's obstinacy the lesson which was needed for him by love rather than by science.

Again, Jesus said, "They testify of *Me*." All along the ages,

> From Adam's loss until the end of years
> From east unto the west the Son of Man appears.

Christ is the ideal manhood. He is God manifest in the flesh. His life was pure and sinless, and only His. Did Abraham deceive Pharaoh? Did Jael assassinate Sisera? Did David offend in the matter of Uriah? How fatal it is for a parent or teacher to boggle at the reply! They were sinners, all of them; imperfect all. But did a shadow of sin ever darken the Sun of Righteousness? The others only pointed to Him. The high-priests, the seers, the faulty saints, only told the need and the power of His coming. The law had its end in Christ. He revealed the "Way, the Truth, and the Life." So wrote the best-beloved disciple, very tenderly, of that love for Him which fulfills all law, purifies all hearts to the righteousness of Christ, and brings God down to dwell in the humblest soul. The truth as it is in Jesus, the spirit and mind of Christ, is the secret of all religious life, in boys and men the same.

Read the Bible, then, with open eyes. Don't be afraid of it. Don't be afraid for it; it can stand alone, and take all risks. Read it in the sacred silences of home. Think it over by the way-side. Ponder it as Pip did, to hear "the Unction from above" speaking words very holy and practical.

Or we may recall another boy who was lying awake at midnight on his pallet near the tabernacle, and heard a voice in the darkness talking to him words which the old priest could not hear, because his ears were heavy with sin. That voice sounds ever. For such readers and thinkers in all lands and all ages the Old Book is always God's book, and teaches boys and of all that eternal life and that Saviour who brought it to light.

> Oh, say not, dream not, heavenly notes
> To childish ears are vain;
> That the young mind at random floats,
> And can not reach the strain!
>
> Dim or unheard the words may fall,
> And yet the heaven-taught mind
> May learn the sacred air, and all
> The harmony unwind.

Harper's Young People.

QUESTIONS FOR SCHOOL-ROOM.

GEOGRAPHY.—Where is the longest day 24 hours long? One month? How long is the longest day at St. Petersburg? Which has the longer day to-day —December 3d—Capetown or Rio Janeiro? Why are large cities generally found at the confluence of rivers? The languages of what four nations in Europe are derived from the same language? Whence do we import cloves? Gloves? Why do we *import* goods? On what kinds of trees do pine-apples grow? What is made of cotton? Flax? How may we ascertain what a country is likely to export? In what grand division are there none but absolute monarchies? Which are the five largest canals in the world?

HISTORY.—Why were the Puritans so called? What induced the Germans to emigrate to Pennsylvania? After which of the Georges was Georgia named? How did each of the colonies obtain its name? Bound the United States in 1789; in 1840. Which Vice President was accused and tried for treason? Why were the Southern States opposed to the tariff in Jackson's administration? Why were the New England States opposed to the wars of 1812 and 1846? Who is the present Governor-General of Canada?

ARITHMETIC.—Can there be a ratio between 10 dollars and 5 cents? Can there be between 10 dollars and 5 pints? Give reasons for answers in both cases. How many terms in a proportion? How are they named? If the first, second and third are given, how do you find the fourth? What do you mean by ratio? How many quantities are necessary to make one? Calling a year 365 days 6 hours long, it is 1,600 years from one date to another; how long is it, calling the year 365 days, 5 hours, 48 minutes, and 46 seconds? If you were the teacher of the school to which you belong, how would you find the average daily attendance at the end of the month? A and B form a partnership, A putting in $5750.20, and B $6425.10; they lose $\frac{1}{20}$ of the capital put in by A; what is the total loss, and what is each one's loss? A and B make $10,000 in business, their respective capitals being as 4 to 6; what are their capitals, provided the rate of gain is 15 per cent.? A cistern has 3 pipes, one of which will fill it in 10 hours, the second in 15, and the third in 4; how long will it take the three to fill it? A clock gains $7\frac{1}{2}$ minutes a day; if it is set right at noon, November 5th inst., how far out of the way will it be the next Thursday at 6 p. m.? What is the seventh power of $\frac{2}{3}$? Define exponent, power, and root. A's farm lies in the form of a right-angled triangle; what is the longest side, provided the other sides are 240 rods and one mile? How many pickets, $2\frac{1}{3}$ feet long and 2 inches wide, can be made from 5 boards $11\frac{2}{3}$ feet long and $\frac{2}{3}$ of a foot wide? If land is worth $12 an acre, what will a lot cost 185 feet by 75? If you were teacher of the

school to which you belong, how would you obtain the average daily attendance for a year? A granary 8x12x15 feet is ¾ full of wheat; what is its value at $1.20 a bushel? How many times will a wheel 3 feet in diameter turn round in running over ½ a mile? How many posts will be required to make a fence 1000 feet long, the posts being 8 feet apart? A merchant bought a bill of goods amounting to $3540, on 3 months' time; being offered a discount of 3 per cent. for cash, he borrowed the money for the time at a bank and paid the bill; how much did he gain, the rate of interest being 10 per cent.? Which is the higher freight on wheat, and how much—87½ cents on a hundred pounds, or 22½ cents a bushel (60 lbs. to a bushel)? One hundred acres of land lie in a circle; what is the diameter? I have a cube that is 10 feet on a side; what is the length of the diagonal of the cube?

EFFECT OF ALCOHOL ON THE HEART.

THE noted physician, Dr. N. B. Richardson, of London, says he was recently able to convey a considerable amount of conviction to an intelligent scholar by a simple experiment. The scholar was singing the praises of the "Ruddy Bumper," and saying he could not get through the day without it, when Dr. Richardson said to him:

"Will you be good enough to feel my pulse as I stand here?"

He did so. I said: "Count it carefully: what does it say?"

"Your pulse says seventy-four."

I then sat down in a chair and asked him to count it again. He did so, and said:

"Your pulse has gone down to seventy."

I then lay down on the lounge, and said, "Will you take it again?"

He replied, "Why, it is only sixty-four; what an extraordinary thing!"

I then said: "When you lie down at night, that is the way nature gives your heart rest. You know nothing about it, but that beating organ is resting to that extent; and if you reckon it up, it is a great deal of rest, because in lying down the heart is doing ten strokes less a minute. Multiply that by sixty, and it is six hundred; multiply it by eight hours, and within a fraction it is five thousand strokes different; and as the heart is throwing six ounces of blood at every stroke, it makes a difference of thirty thousand ounces of lifting during the night. When I lie down at night without any alcohol, that is the rest my heart gets. But when you take your wine or grog, you do not allow that rest, for the influence of alcohol is to increase the number of strokes; and instead of getting this rest, you put on something like fifteen thousand extra strokes, and the result is you rise up very seedy and unfit for the next day's work until you have taken a little more of the 'ruddy bumper,' which you say is the soul of man below."

His friend acknowledged that this was perfectly true. He began to reckon up those figures, and found what it meant, lifting up an ounce so many thousand times; and the result was, he became a total abstainer, with vast benefit to his health and, as he admits, to his happiness. I would like those who take stimulants to give them rest, just to take the opposite side of the question into consideration, and see how the two positions fit together. *National View.*

STANDARD OF UTILITY.

THE demand of the time is for the practical in education. The typical American conundrum, "Will it pay?" has thrust itself into our school as well as our business life, and such part of the traditional enthusiasm of the scholar as still may survive among us is likely to be utterly crushed out of existence by the rigid demands of the utilitarian. The generally prevalent opinion of the past has been that the primary object of education was to develop the mental powers, and, no matter how useless apparently the exercises carried on, they were of the highest value if they secured the development needed. According to this opinion, education should partake largely of the nature of gymnastics. Under this theory, classical study came to have its powerful hold over the minds of many teachers. If asked why a boy who would probably never look between the pages of a Latin or Greek book after he had left school should be compelled to learn pages upon pages of declensions and paradigms, and to transform pointless sentences without number from one language to another, the answer was that the discipline gained by the memorizing of these pages, and by these seemingly useless transformations, was of incalculable value to the student, and could not be otherwise so well acquired.

The latter theory of education denies, *in toto*, the arguments of the first. The end of education, it claims, is to enable men to make a living, and as good a living as possible. If it cannot be shown that mental discipline directly augments or creates the income, the time spent in acquiring such discipline is utterly wasted, and the youth might better have been employed in learning to dig, or to delve, or to carry on any manual occupation whereby he can earn his daily bread.

The earlier theory of education viewed education as an accomplishment, which, refining the sensibilities of man and increasing his mental resources, added to his dignity and power. The later idea looks upon it as a trade, which gives a man, perhaps, such skill as may enable him to earn better wages, and thus rise in life. This modern theory demands that all instruction be strictly tried by the standard of utility; the earlier belief was that the finish and completeness of an acquired education furnished a fit criterion to judge its worth.

Perhaps the soundest theory of education will be found between these two extremes. The useful is not all that is to be desired in education, we say; yet we must admit that it is a very important part, especially in this day, when the struggle for maintenance is constantly becoming more difficult. The other theory was framed for a time when education was almost the exclusive property of those who had leisure to acquire accomplishments. But now it is extended to all, workers and idlers alike, and it is well that the former class should consider how the limited time that they may spend in school may be used to the best advantage.

No doubt there is a tendency to put undue stress on the standard of utility, to make the demand for "practical education," so called, meaning technical education, over-ride the claims of other education—not technical, it is true, but nevertheless the most practical thing known—to wit, the development and training of the mental powers. The old theory placed much stress on mental gymnastics, which were by no means wholly devoid of value. A man who has hardened his muscles by a due course of dumb-bells can do a better day's work than one whose muscles are soft and weak. The youth who has developed and trained his mental powers can accomplish more, even at unfamilar work, than one whose faculties are untrained.

Teaching that does not act on the mind as compost to stimulate growth, is of little worth. The value of a school to a child is to be estimated by the amount of intellectual development he can make in it within a given time; not by the elegance of its appointments, the acquirements of its teachers, nor the perfection of its recitations. The market-price of a tree is not to be calculated by the richness of the soil in which it stands, but from the quantity it has taken up by its roots, assimilated to itself and transformed into woody fibre—trunk, wood and leaf.

The Germans seem to me to have grasped the right idea when they named their High School, as we should call it, a GYMNASIUM. It is a place to train and discipline; to develop the latent powers of the soul: in a word, to make mental muscle. Intellectual athletes go out of such schools to contend for the mastery on every arena of thought.

In this connection, one conclusion, at least, naturally follows in the argument. An examination fails which tests the pupil's knowledge merely. That is the lowest element of his school attainments, and should be made of the least importance. To place it first, as is so often done, is to exaggerate its importance and so misguide the energies of scholar and teacher. The examination should be mainly a trial of the pupil's ability to *do* something, not to *remember* something. True, all intelligent action is based on knowledge. A mill cannot grind unless there be a grist. Yet, the knowledge is to be considered merely as a means, not an end. If this were so, I apprehend there would not be so many brilliant scholars who are never heard of after graduation. An examination which can be passed by the "cramming" process is a sham and a shame.

So averse are the German educators to any special preparation, that they are very loath to admit a young man to the University unless he has gone through the full course of the Gymnasium. For thus alone, say they, can he reach that "orderly development of his faculties" which they desire. The instructions to the examiners declare that the "total cultivation," not the "total attainments," of the candidate is to be considered; "that the questions are to be such as a scholar of fair ability and proper diligence may come to with a quiet mind, and without a painful preparatory effort tending to relaxation and torpor when the strain is over; that the instructions in class should never degenerate into a mere preparation for the examination; and that every effort should be made to see that the pupil is coming steadily to the fullness of the measure of his powers and character, and that he is not bewildered by a mass of knowledge hastily heaped together." Accordingly, the passages translated from Latin and Greek are never those which have been read in class, though of similar character. Time is taken for thought. A full week is given to the written examinations alone. At the close, the pupil is pronounced "reif" or "unreif," *i. e.*, ripe or unripe, matured or unmatured. These words are susceptible of a wide application. They express the true idea of education: to mature the mind, to ripen the character.

NOT TRUSTWORTHY.

BY FRANK H. STAUFFER.

ONE afternoon a gentleman was shown into Mr. Lamar's library.

"Mr. Lamar," asked the visitor, "do you know a lad by the name of Gregory Bassett?"

"I guess so," replied Mr. Lamar, with a smile. "That is the young man," he added, nodding toward Gregory.

The latter was a boy aged about fourteen. He was drawing a map at the wide table near the window.

"A bright boy, I should judge," commented the visitor, looking over the top of his glasses. "He applied for a clerkship in my mill, and referred me to you. His letter of application shows that he is a good penman. How is he at figures?"

"Rapid and correct," was the reply.

"That's good! Honest, is he?"

"Oh, yes," answered Mr. Lamar.

"The work is not hard, and he will be rapidly promoted, should he deserve it. Oh! one question more, Mr. Lamar; is the boy trustworthy?"

"I regret to say that he is not," was the grave reply.

"Eh!" cried the visitor. "Then I don't want him."

That ended the interview.

"O uncle!" cried Gregory, bursting into tears.

He had set his heart upon obtaining the situation, and was very much disappointed over the result.

"Gregory, I could not deceive the gentleman," Mr. Lamar said, in a low tone, more regretful than stern. "You are not trustworthy, and it is a serious failing; nay, a fault, rather. Three instances occurred, within as many weeks, which sorely tried my patience, and cost me loss of time and money."

Mr. Lamar's tone changed into one of reproach, and his face was dark with displeasure.

"I gave you some money to deposit in bank," he resumed. "You loitered until the bank was closed, and my note went to protest. One evening I told you to close the gate at the barn. You neglected to do so. The colt got out through the night, fell into a quarry, and broke its leg. I had to shoot the pretty little thing, to put an end to its suffering."

Gregory lifted his hand in a humiliated way.

"Next I gave you a letter to mail. You loitered to watch a man with a tame bear. 'The nine o'clock mail will do,' you thought. But it didn't, being a way mail, and not a through mail. On the following day I went 50 miles to keep the appointment I had made. The gentleman was not there to meet me, because he had not received my letter. I lost my time, and missed all the benefit of what would have been to me a very profitable transaction. It is not too late for you to reform; and unless you do reform, your life will prove a failure."

The lesson was not lost upon Gregory. He succeeded in getting rid of his heedless ways, and became prompt, precise, trustworthy.

SCHOOL BOOKS.

WE do not intend in this article, to say anything about grammatical and scientific text-books. These and their authors are legion, and all that we can do for them, is to commend them to the righteous judgment of that high court, which declares "the survival of the fittest."

Our object is to direct attention to that class of school books by which it is both possible and expedient to inculcate moral and religious truth. It should be a matter of deep concern to every Christian parent what kind of sentiments are thus conveyed to the minds of the children. A history may be a medium of wholesome moral truth, or of deadly moral poison. In two such works the same historical facts may be stated substantially alike in both, and yet differing in moral tone and tendency as light and darkness, according to the opposite character of the authors. The same is true of Readers of the various grades, as any one may know. Here the selections are gathered according to the taste and will of the compiler; and it is most evident that as such books are morally good, bad, or indifferent, so will be the effect upon the minds of youth.

There is a school book that we wish especially to commend. It is a Latin work, and of course can be used only in those schools in which the Latin language is taught. We refer to the well-known "Historia Sacra," an epitome of sacred history, containing the leading facts and truths of the Old Testament Scriptures, including the Apocrypha, in topical order.

In conversation with a president of a female college recently, he told us that he used this little work almost exclusively for

the instruction of the lower classes in Latin, not only as an introduction to the great classics of Rome, but much more on account of the Scriptural knowledge which the students obtain from it. As a mere text-book for the study of Latin, it is one of the best; as containing in a very attractive form, a synopsis of the Old Testament, its value is beyond estimate.

We hear a great deal said by Protestants of a certain type about an "open Bible," which would be all very well if they would read it more and talk about it less. These are the men who talk about "education *without* religion" as the next best thing to religion itself. But why not secure an education that is itself religious? For such good end this little book is designed—to teach Bible lessons in the schools. Nor was the idea conceived on New England soil, but in France, by M. Rollin, a Roman Catholic. If Protestants forget to put in practice this great principle of evangelical Christianity, it may do them no harm to be reminded of it by those from whom they went out.

Two things are learned at once in the use of this book—the Latin language, and Divine truth. We venture to affirm that the boy or girl that has been carefully taken through this "Epitome of Sacred History" knows more about the Old Testament than if he had been instructed in it for years in a different way. We plead for school books that will make the best possible impressions upon the mind and heart.

Reformed Messenger.

TEACHING PUPILS HOW TO USE BOOKS.

THE training that children receive in schools, and particularly in large schools, comes from various sources. An educational journal credits Emerson with saying; "We send our boy to school, but the boys on the play-ground educate him." This means that forming of character which comes from the association of men and children with each other. But in a scholastic sense, and in so far as book training is concerned, the teacher has one main thing to do, viz: to teach pupils how to use books. Such teaching will embrace two things that must be discriminated. However, before these things are mentioned, this distinction should be closely noted: To teach pupils what is in particular books is one thing; to teach them to use books quite another. These things are, indeed, closely connected, or they should be; but it is quite possible to teach what is in a book without teaching how to use the book itself.

First, teaching the use of books includes the books that have been chosen for immediate use in school, the so-called text-books. There the teacher's work must begin; for if he cannot teach the pupil how to use the books that are in his hand every school day and every hour of the school day, it is absurd to suppose that the teacher can teach him to use collections of books or libraries. To put the thought in another form, the teacher must teach the pupil how to study. Although the fact is often overlooked, pupils need help here quite as much as when they are seeking to master particular subjects. One is a method of work; the other a particular acquisition. To create the habit of study—to teach pupils how to learn lessons—to put them in the way of using their time and energies wisely—this is more important that to teach them particular lessons or even particular studies. Yet it should be observed that it is the mastery of such lessons and studies that reaches the larger end. Lower-class schools are generally open to criticism at this point. Many of the children that attend them are not taught to study; they cannot well use their text books. Studying in the proper sense comes from wise direction and discipline; and is a very different thing from looking aimlessly over the pages of a book, or even committing those pages to memory.

Secondly, the proper use of books includes a much larger and more fruitful use of them than that just considered. It embraces general reading and special studies. In the fullest sense, it comprehends the use of books as sources of instruction, as instruments of training, and as springs of inspiration. It takes in the choice of books to be read or studied, and also the best use of them when chosen.

Carlyle says with some extravagance: "If we think of it, all that a university or final highest school can do for us, is still what the first school began doing—teach us to *read*. We learn to read, in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manner of Professors have done their best for us. The true University of these days is a collection of books."

A college librarian, well versed in such matters, has said: "Somehow I reproach

myself if a student gets to the end of his course without learning how to use a library. All that is taught in college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much."

One of our university professors, who has paid especial attention to the subject, has said: "The teacher should become to his pupil 'a guide and friend.' If information is sought which you cannot supply at the moment, don't put off the inquirer till you have had time to look it up privately. Set to work with him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before your pupils, as the German professor is said to do. In short, show them how to carry on investigations for themselves. Young men and women who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils, and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful."

This is most wholesome instruction. True, in this form, it applies to the college and the university rather than to primary and grammar schools, or even to high schools; but in its spirit and partly in its specific directions, the passage is of general application. However, the familiar caution is called for. Show the pupil how to "chase down" a subject; but, when he is once shown, leave him to do the "chasing" for himself. Do not "work aloud" so much that you do all the active work yourself, and leave nothing for the pupil to do but passively to receive what is imparted. Mainly, leave the pupil to learn by his own doing. Again, in the college or university it may be well, and is well, not to depend, for the student's instruction, wholly upon specific lessons that are to be learned and specific recitations that are to be made, but to leave him, to a great extent, free in the library to study subjects under text-book and professorial guidance; but in the earlier stages of education, in primary, grammar, and high schools, and reaching up to the higher college classes, there must be definite lessons and recitations. At the same time, the investigation of subjects independently of text-books should begin in lower-grade schools. The primary teacher who tells pupils to observe the flowers in the yard at home, or to see what their story-books say about fairies, is starting them on the path of investigation; and the grammar teacher who sends them to the newspaper to learn what they can about Tonquin or the Black Flags, or to the cyclopædia for information concerning cotton or the Patent Office, is conducting them along the same road.

As a child passes through the successive school grades his outlook is continually broadening. This is in consequence of his growing age, widening experience of life, and advancement in studies. This broadening outlook is one of the facts that the good teacher never leaves out of sight. If a teacher advances with the same pupils through several grades, he consequently widens his instruction both in the school sense and in the larger sense. A method and a manner well adapted to pupils at the age of six is not adapted to pupils at the age of fourteen. The grammar school teacher finds a wider mental horizon than the primary school teacher, and the high school teacher a horizon wider still. At first, the pupil can do nothing with a dictionary or cyclopædia, or in fact with any book except his primer; but by the time he is ready to leave the high school he should be able to use dictionaries, cyclopædias, indexes, and catalogues, to some purpose, and even to give some account of himself in a library. Perhaps some will assume that pupils who have passed through the public schools know and can do all these things as a matter of course; but if so they are much mistaken. The fact is, pupils pass through college and carry away diplomas who know little of books, and, what is worse, do not know how to use them; and who, if they should be turned loose in a library, would be hopelessly lost. Within a few days a distinguished authority has said that not one patent lawyer in ten is able to use a reference library in connection with scientific and mechanical questions that arise in his business, but that nine in every ten are forced, in such cases, to employ experts.

Something has been done in the Cleveland schools hitherto to teach pupils a wider use of books than simply the text-books that they use in their daily work. The Superintendent hopes ere long to see still more of this good work done. In the meantime he here places before all the teachers, and particularly the high school teachers, extracts from an article in the "N. E Journal of Education," for October 18th last. The

article was written by Mr. W. F. Poole, the distinguished librarian and bibliographer, and gives a clear account of an interesting experiment that has been made in the city of Chicago.

HOW SCHOOLS MAY USE THE LIBRARY.

In March, 1882, I had a consultation with the principals of the public schools at one of the meetings of their association, for the purpose of devising some methods by which the work of the library and schools could be brought nearer together. Much interest was manifested in the subject, several schemes were considered, and a committee of the teachers was appointed to consider and report upon it. The committee have prepared a list of books suitable for the reading of their pupils, but it has not yet been printed. Several principals of the grammar schools, by soliciting private subscriptions in their districts, and by arranging popular entertainments, have raised funds, and provided their schools with excellent reference-libraries and suitable books for the home-reading of their pupils. Other schools are moving in the same direction. These schemes are excellent for the purpose of creating and directing a taste for good reading among the great masses of the school children. It seemed to me, however, that something ought to be done to bring the pupils of the high schools and the higher grades in the grammar schools into a closer and more personal contact with a large collection of books such as the library possesses, to familiarize them with the standard books of reference, and to stimulate them to acquire habits of independent study and research. Having conferred with the teachers of the high schools, and been cordially supported in this view, a definite plan was devised to accomplish this object, and was put in operation in January last. The plan, in brief, is this:

An appointment is made with a teacher to bring his class to the library on a Saturday morning at ten o'clock. A subject for the day is selected, usually one which the class has been studying from text-books. The standard books and illustrated works in the library on that subject are laid out on the table in the director's room, the teacher supervising the selection, and preparing himself to speak upon it, and especially with reference to the books before him, indicating such as are of the best authority, and describing the best methods of using them. A preliminary talk is made by the librarian, who welcomes the pupils, explains the purpose for which they were invited, which is that they become better acquainted with the library, its resources, and the best way of using it. All these facilities of study are theirs, and they are invited to make the freest use of them. Hints and suggestions are given them how they can best acquire the habit of investigating subjects for themselves. The subject of the day is taken up and followed out as an illustration of the method by which a subject may be investigated—the purpose being to stimulate the pupils to a scholarly love of books, to know the tools they are to use, and how to use them. The teacher then makes his address, after which the pupils remain and examine the books. They are later taken through the library, and shown its arrangement, appliances, and catalogues. The results are already seen in the many pupils who frequent the reference tables and have applied for cards for drawing books.

Since January 27, when they began, there have been seventeen of these exercises, and the interest in them has been constantly increasing. The attendance at each has been about fifty, which is the full capacity of the room. It is to be hoped that when a new library-building is erected, a room with three or four times the capacity of this will be devoted to the purpose, for it will be filled.

The success which has attended this experiment has been chiefly owing to the zeal and culture which the teachers have thrown into it. Their addresses to the pupils have been models of good taste and felicitous instruction. If repeated to a general audience, they would be a healthy substitute for the superficial talk which passes in our day for popular lectures.

Mr. Poole then gives a list of the subjects that have been treated, and of the teachers who have treated them, together with the names of their schools. These are the subjects: Egypt, Botany, Natural History, Rome, Pompeii, German Literature, Early English Language, Reference Books, Geology, United States History, English Literature, Early Printing, Paris, Archæology of Greece, Athens.

This method originated with Mr. S. S. Green of Worcester, Mass., and is slowly making its way. Of course all such work is secondary and supplemental to school study and school discipline, but it is not, for this reason, less important. The Cleveland Public Library offers to the schools and teachers good facilities for general reading and special investigations. As long ago as November, 1880, the Board of Managers addressed the Board of Education, and through the Board the teachers, upon the general subject of children's reading. The attention of the Managers and Librarian has recently been drawn to the Worcester plan, and they have expressed a desire to cooperate fully with pupils and teachers in carrying it out in Cleveland.

Cleveland School Bulletin.

OH! what concerns it him, whose way
  Lies upward to the immortal dead,
That a few hairs are turning gray,
  Or one more year of life has fled?

Swift years! but teach me how to bear,
  To feel and act with strength and skill,
To reason wisely, nobly dare,
  And speed your courses as ye will.

Andrews Norton.

NEW METHODS.

BY WILLIAM T. HARRIS.

I WISH to offer a few words on some of the "new methods" in vogue. The reform of the reading-lesson through "Supplementary Reading" is one that I find most liable to abuse. Many teachers have been in the habit of conducting the lesson in reading as a mere test of the pupil's acquired ability to read at sight, and not as a means of instructing the pupil how to read well. They have accordingly given the child no lesson to study and prepare for the recitation, but have kept the reading-book away from him until the hour of actual trial. Then the books are suddenly placed in the hands of the pupils, and they are expected to "read at sight." They read what they have not studied nor seen before. The books, too, are not carried home by the pupils to be read in the family, nor are they studied by the pupil at school.

Only one step further could be taken in this direction, namely, entirely to abolish instruction in reading, and expect the pupil to read newspapers and books "at sight" whenever he may have occasion to do so in after-life.

I think it is clear enough that reading resembles any other branch of instruction, and is to be learned by *study*, and study, too, on the part of the pupil. The teacher must teach pupils self-help. Unless something is given for the pupil to prepare in reading, the teacher can not hold him responsible for results, and we have simply what is called a "pouring-in" process, or the old-fashioned, long since discarded habit of "reading round," which was a mere calling of words and a correction of pronunciation.

And yet "Supplementary Reading" has a place in a proper course of study. Each teacher should be furnished with a dozen copies each of three or four volumes of selections from the best of classic authors—the selections being made from what is most attractive to children. These should be loaned for home reading to those pupils who prove that they have time to spare for supplementary reading by learning well the regular lessons assigned them in school. Such books of good literature and history are likely to be read at home not only by the pupils, but by the parents and older brothers and sisters, and thus accomplish manifold good. When the set of books in one room is pretty well finished by the pupils in that room, exchanges may be made with the next room and different authors may thus be obtained.

One great object of the school in our time is to teach the pupil how to use books—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find, in this busy age, people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach.

Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self-activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires a habit of expecting to be amused rather than a habit of work and a relish for independent investigation. The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow-men have seen and thought. Secondary to this is the originality that adds something new to the stock of ideas and experiences of the race. The pupil who has not learned yet what the human race have found to be reasonable is not likely to add anything positive to the sum total of human knowledge, although he will certainly be likely to increase the negative knowledge by adding a new example of folly and failure.

The first thing in education, therefore, is the acquirement of the experience of the world, in order that the pupil may not start anew at the bottom of the hill, but may begin with a goodly share of the results of the work of his race.

I find, therefore, in these considerations the justification for the action of your committee, by which you have required the pupils to own their reading-books, and study them as they study other lessons. I would recommend, however, that a certain sum, not less than five dollars each year per room, be appropriated for books of supplementary reading, to be loaned under the strict supervison of the teacher, to pupils who show ability in regular school-work to profit by such books. It would be understood, of course, that the books of one room are to be exchanged gradually for the books of another room, as circumstances require.—*Report to School Committee, Concord, Massachusetts, 1883.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JANUARY, 1884.

E. E. HIGBEE. . . . . J. P. McCASKEY.

THE report of the State Superintendent of Public Instruction for the year ending June 1st, 1883, which is given elsewhere, in the official department of the present number, without the accompaying tables of statistics, shows that in Pennsylvania there are 2227 school districts; 19,542 schools; 7897 graded schools; 15,721 school directors; 105 superintendents; 8600 male teachers, and 13,414 female teachers. The average salary of male teachers per month is $37.03, female teachers, $30.05. The average attendance of pupils during the year was 957,-680; cost of tuition, $5,193,691.74; cost of buildings, tuition, fuel and contingencies, $9,206,336.65; estimated value of school property, $30,199,636; school tax levied for all purposes, $5,676,547.57; estimated value of State and incorporated educational institutions, $8,847,389.76. The increase since last year is as follows: In schools, 359; male teachers, 451; female teachers, 637; number of pupils, 12,335; cost of tuition, $329,973.83; value of school property, $1,858,076.

This being the "off year"—when no meeting of the Legislature is held—the report has no formal recommendations in the way of proposed legislation, but discusses, instead, in a manner somewhat out of the beaten track of such official documents, certain questions of grave educational interest. It is hoped that it may commend itself to thoughtful readers—Superintendents, teachers, directors, and patrons of the schools in all parts of the state.

EDUCATION can do something, but temperament is born. It is hard to remake, but it is easy to unmake. A child who will need all its will to help it stand up firmly in a useful life, too often has that will crushed out of it or "broken," as the saying is, by the perverse whim of its parents in useless orders, checks, and tasks that are unnecessary, except to show how they *can* conquer it, and for no other end. They do not see that the strong-willed people get the best of life, usually, and that they should cultivate with firm purpose this power of thinking for himself—and doing what he decides—in an otherwise weak child, who is easily led. A fearless child may be made a coward; a pure child, impure; a truthful child taught deceit, by the companions or nurses who are trusted to educate it, while fathers and mothers are enjoying themselves or busy elsewhere; and a happy child *may* be made miserable by constant snubbing and scolding, and "don't-ing," when it is doing perfectly natural and harmless things. So much for the real education—which is not always had at school—only occasionally. In school, too, an ill-tempered teacher, or a needlessly exacting one, may put out considerable sunshine that the little body brings in with it.

THE regular annual meeting of the Department of Superintendence of the National Educational Association will be held at Washington, D. C., February 12th, 13th and 14th, 1884. Among the subjects to be considered are Industrial Education, Southern Education, Superintendents' Duties, Indian Education, Recess or No Recess, Color Blindness, and Reading. Dr. E. E. Higbee will discuss the question "How a State Superintendent can best advance Popular Education." Each address will be followed by general discussion of the subject under consideration. The meeting will be one of much interest.

THE many friends of Dr. J. H. Shumaker will be pleased to learn that although he has sold the Chambersburg Academy, he is still in the profession, having accepted the principalship of the Blairstown Academy, New Jersey, at a salary of $2500 per year. We still have the pleasure of hearing from him at institutes this side of the Delaware. Dr. Shumaker has been one of the best known and ablest teachers of Pennsylvania during the past twenty years. He is one of those born for the work, and the number of such is by no means so large as all good men desire.

IN his annual report, Hon. M. A. Newell State Superintendent of Public Instruction of Maryland, has the following good word for the graded country schools:

> It is generally supposed that large schools, with a principal and several assistants, have a great advantage over the small country schools, where one teacher has to instruct forty children in perhaps six different grades; and it is said that we cannot expect as good results in the latter case as in the former. The advantage, if there be any, is by no means so great as i

sometimes imagined; and practically we find as good work done in the small school as in the large. The uniform grading of our district schools has raised them very nearly to the level of the best city schools. The real argument in favor of the large school is not that it is so much better, but that it is so much cheaper, and at the same time easier on the teachers. The intimate knowledge which the teacher in a school of thirty or forty scholars acquires of each one of his pupils, his personal association with them as individuals and not *en masse*, the necessity that pupils should do for themselves without the direct intervention or supervision of the teacher, the opportunities which they have of learning from one another, the intercourse of the younger and the older, the more natural relations existing among the members of the school community—all these things tend to counterbalance the benefits arising from a more minute subdivision of labor, a more systematic plan of operations and a more constant supervision. The Faculty of the State Normal School find, as a matter of fact, that the most promising students, though not the most advanced scholars, come from our good country schools."

MR. GEORGE F. MULL, who leaves the Department of Public Instruction to take the principalship of the Academy connected with Franklin and Marshall College at Lancaster, Pa., is a graduate of the University of Leipsic, and was a member of the Faculty of Mercersburg College. He is a scholar of rare attainments, an excellent teacher, and, what is no less important, a gentleman whose genial manner and quiet common sense give assurance of success in his new position. His late associates in the Department, who have learned to know him, have been loath to see him leave his accustomed desk, but what is loss here is gain where his unusually fine attainments can be brought to bear more effectively upon the work of higher education. From the circular of the Academy, just received, we take the following:

Franklin and Marshall Academy, as its name indicates, stands in close connection with Franklin and Marshall College, and partakes of all the advantages, both in point of location and general management, so justly claimed for the College.

The design of the Academy is to provide a thoroughly honest and liberal course of training for boys and young men, who may desire either to fit themselves for College or to round off their common school education with an academic course. The leading object is to make the Academy a fitting school for any College adhering to the old and well-approved curriculum of classical studies, giving, at the same time, all proper attention to the various departments of practical science. In recognition of the fact that a well-fitted member of the Freshman class gives the fairest promise of excellence in the Senior, no effort will be spared to attain the best possible preparation for entrance into college. But whilst this is the leading object, it is believed that the regular course of study has been so arranged as to meet the wants of all such as may not have a full collegiate course in view, but may desire to pursue only such studies as, under the direction of the Rector, may be deemed the most profitable for the general purposes of mental discipline and culture.

Although there are no special courses provided for any of the various practical occupations of life, there is nevertheless a constant effort earnestly made to develop solid Christian character, which may be safely regarded as the most important and essential qualification for success in any sphere of labor. The best that can be done is to train the mind in such a way as to render its various powers the ready instruments of usefulness under the guidance of a will imbued with correct conceptions of right and duty. The school is not, in any sense, sectarian, but the influences of Christianity are constantly brought to bear and employed as the most effectual means of establishing principles of sound practical morality. The Rector maintains his own family household in the Academy building, and thus is enabled to extend, in a measure, the benefits of home-life to the students who come from abroad.

The course of study embraces the following subjects; Reading and Spelling, Penmanship, Book-Keeping, English Grammar and Composition, Mathematics (Arithmetic, Algebra and Geometry), History, Geography, Natural Science, Latin, Greek and German. Boarding, Tuition, Light, Fuel, Furnished Room, per year, $200.00. The school-year embraces three terms, corresponding to those of the College. The first begins on the first Thursday in September, and comprises a period of fifteen weeks. The second term begins January 3, and connues fourteen weeks. The third term consists of ten weeks, beginning immediately after the conclusion of the second, and ending in June, with the annual commencement of the college. Students can enter at any time during the year. For futher particulars address Rev. George F. Mull, A. M., Rector, Lancaster, Pa.

BY invitation of Supt Luckey, Col. Parker, of Quincy fame, delivered several addresses before the Pittsburgh Teachers' Institute, and the progressive ideas which he advanced seem to have created quite a flurry among the instructors of the Smoky City. Quite a number of articles have been written on both sides. Supt. Luckey is criticised because he invited Col. Parker, and it is thought by some that he favors what is termed "the new education." The following extract is from an article written by one of the principals who defends both Parker and Luckey:

The same cry that is being raised against Parker has been hurled against every reformer of educational methods from the remote past to the present.

The views of Socrates, Pestalozzi, Froebel,

Comenius, Arnold and Horace Mann, had all to pass through the three stages which Stuart Mill predicts for all true reforms, viz: first, ridicule; second, examination; and third, adoption. Parker may be a little extreme in some of his theories, but in the main he is right. Those condemn him most who are ignorant of the principles of education, or else like the craftsmen of the goddess Diana, fear that with new methods their occupation, like *Othello's*, will be gone.

Those who know Mr. Luckey's work best are agreed that he is in many respects a model Superintendent—an organizer, vitalizer, harmonizer; a man of broad, practical views, progressive yet conservative, and one whose trusted leadership and educational sagacity command the cordial support and sympathy of the rank and file of Pittsburgh teachers and directors. So wisely, gradually, has he introduced his practical reforms that there has been no violent strain or break: yet, to-day, when Parker comes to Pittsburgh he finds that his radically new methods, so called, are old in this city so far as their gist and spirit are concerned.

SCIENCE TEACHING.

FAMILIAR SCIENCE IN SCHOOLS: NO. II.

LET us in concluding, the subject begun last month, outline a course of "lectures," rather for the sake of indicating their general plan and character than of fixing upon any definite scheme, which each teacher will arrange for herself.

We will select, as the hour for our "lecture"—which is, of course, to be simply a talk with the children—the more informal the better—the last hour of the week. Let it be understood by the children that this lecture is a sort of reward for good conduct during the week and that the hour must have been *gained* by efficient work. We may be certain that if our part is done well, not one hour only will be gained but a whole day, if necessary. We begin our course in some department of the natural sciences in which our children can not only be easily interested, but where they can be set to work at once investigating for themselves. The sciences which best combine these conditions are Botany and Entomology; the former will be more interesting to the girls, the latter, which is the better suited to our purpose, since specimens are more readily collected and preserved, may be more interesting to the boys. Perhaps for this reason the two departments can be advantageously worked together. Our first aim, let it be remembered, is to form in our children a habit of observing, to set them to finding out things for themselves. We cannot do this better than by concentrating our labors upon some limited field. If we choose to begin with Entomology, we will not attempt to cover the whole ground, but will select some particular insects for special study. The structure of insects, the history of insect life, the diversity of species, can be learned better by close study of a single group of insects than by taking a more cursory survey of the whole insect world. We will choose butterflies.

We have boys in our school who have often caught butterflies, few indeed who have not, for the mere fun of catching them. How many of these boys can tell us the number of a butterfly's legs, or even of its wings? Ask these questions, and we shall be surprised at the variety of the answers we shall receive, at the inaccuracy of a boy's knowledge of an object so familiar to him as a butterfly. We will send one of our boys out into the field to catch a butterfly for us and have these questions answered. Let us look at the insect a little more closely. How many of our children have ever seen that curious tongue, coiled up like a watch-spring? We insert a pin into the coil and slowly extend it to its full length. What a singular feeding apparatus it is! When next the boys go into the field let them creep cautiously up to a flower upon which sits a butterfly and observe the working of that tongue. If we have a microscope—it need not be a very powerful one—we will show them the beautiful compound eye of the butterfly, the scales of the wings, the jointed antennæ, the slender, thread-like legs, and the claws which terminate them. There is much to be seen about a butterfly, if one examines it closely.

Having awakened an interest in the object, we are ready for our lecture—the history of that butterfly from the egg through the *larva*, or caterpillar, and the *pupa*, or chrysalis states to the perfect insect. The story perhaps will not be altogether new to the children, but it has never been presented to them with so much reality as now that the object lies before them. But more than this, it is a story which, wonderful as it is, they need not and should not accept upon our mere statement, but which they can verify for themselves. We will tell them how: we will suggest to them some simple arrangment by which they can raise a caterpillar for observation, and can watch it through its final transformation. We may be certain that in the week following this

lecture there will be a demand in our neighborhood for grubs and caterpillars and that half of our boys will be raising butterflies.

A great part of the mischief in which boys engage comes from the fact that they are left to find their own amusements. We have given them here a means of harmless amusement, as well as of instruction. Under our superintendence they form themselves into an amateur body of young naturalists. They collect and compare specimens, and discuss among themselves the "points" of their butterflies, their specific markings. They hunt up their names in books, or where their search is unsuceessful, give them names of their own. As our course advances, and we take up other subjects and assist our pupils, with our advice in forming cabinets of natural history, we widen the field of this useful amusement. Unconsciously they are educating themselves; they are acquiring a habit of using their eyes, for they are continually on the alert for specimens. Bugs, butterflies, minerals, shells, birds' eggs, bits of wood are gathered up on all sides and go into the voracious cabinet, not helter-skelter, if we preserve over our naturalists a proper oversight, but carefully arranged, labeled, and described in a catalogue.

There arises among our children a demand for books upon the subjects in which they have become interested. And here comes into view a consideration—perhaps the prospect may be a delusive one, but we cannot think so—that possibly, in consequence of this new taste, there may be some decline of interest in the dime novel.

These "object lessons" will be followed by lectures requiring to be illustrated by experiments. We shall give lectures on heat, on sound, on light. In each case we shall make a careful selection of the phenomena we are to explain and illustrate, and generally we shall set before ourselves some central purpose as the aim of each lecture or series of lectures. For example, our lectures upon light are designed to lead up to an understanding of the rainbow and the human eye. To effect this purpose we must explain and illustrate the reflection and refraction of light and its composite character. The whole apparatus needed for this purpose is an ordinary mirror, a convex lens—a spectacle-glass will do—and a glass prism. Even with this simple apparatus a skilful teacher can hold the attention of children as fixed as ever Tyndall held an audience.

Our course will close with geology and astronomy. The leading facts of both these sciences will have to be accepted by the children upon authority, as indeed they are accepted by most of us grown persons. The record of the rocks is only to be read distinctly when we take a survey of wide areas of country. Still we can point out to our young auditors many facts which will bear out the statement we make to them. They can see for themselves the action of water during a heavy rain, wearing away the hills and filling up the valleys; or they can see it in the creek or on the sea-beach, grinding the stones into fine sand. Perhaps there is in our neighborhood some stratified rock, bearing evidence of its having been tilted up by immense force at some epoch in the past. All the better if this rock happens to be a sandstone, and better still if it contains streaks of pebbles, for there can be no more striking evidence that it was once a part of a river-bed or of a sea-beach, and that it was not always rock.

The truths of astronomy, even more than of geology, will have to be accepted upon faith. Let us begin by trying to give them some idea of the great size of the sun as compared with the earth, which they have come to look upon as such an immense body. To tell them that the diameter of the sun is more than a hundred times that of the earth will excite their astonishment; but let us dwell upon this point. Let them figure out for themselves what must be the size of a globe to represent the sun, if we represent the earth by a ball one inch in diameter. When they have completed the calculation, and have found that such a globe must have a diameter of nearly nine feet—will be almost as high as the schoolroom—how insignificant the little one-inch earth will appear by its side! By a similar process of figuring and symbolic representation we can lead them up to some faint conception of the ninety-two millions of miles by which we are distant from the sun; and so step by step we will lead their minds through the solar system out into space towards the fixed stars, the immensity of whose distance from our little planet is inconceivable.

We look to Nature's teaching, to Natural Religion, to confirm and intensify the teachings of Revealed Religion. "The heavens declare the glory of God; and the firmament showeth His handiwork." If a Hebrew psalmist, with his limited vision, was filled with admiration at the multiplicity of the Creator's works, at the wisdom in which

he had made them all, at the earth's fulness with "His riches," what impression should these works make upon us, whose vision ranges from the immeasurably small to the immeasurably distant, for whom the earth's riches have become incalculable, and who no longer contemplate a firmament studded with stars, but inconceivable space and myriads of distant suns! We cannot expect that children will derive at once the highest lesson that science teaches—and until they do so themselves the lesson may have little value; but if we cultivate in them a love of Nature's works, unveil to them their beauty and richness and grandeur, we implant in their minds germs of knowledge which will unfold and grow in time, and may one day be rich with fruit.

OFFICIAL DEPARTMENT.

FORTY-NINTH ANNUAL REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *December* 3, 1883.

TO ROBERT E. PATTISON,
Governor of the Commonwealth of Pennsylvania:

SIR: In obedience to law, the undersigned has the honor to submit, herewith, the annual report of the Superintendent of Public Instruction for the year ending June 4, A. D. 1883.

Inasmuch as there is no Legislature at present in regular session, to whom matters needing special legislation may be referred, this report contains only general remarks pertaining to the work of the common schools in the Commonwealth, together with the statistics usually accompanying such report.

Our present system of common schools was established through severe conflicts. The walls of our capitol at Harrisburg, could they but speak, might tell of many anxious consultations and wearying struggles before proper laws could be either framed or passed; and then, before the popular consent, without which the laws would prove futile, could be secured, what firmness and prudence were required! We of the present day owe a debt of gratitude to those who, with such patience and intelligent foresight, waged that warfare and gained for us the victory. Other men labored, and we are entered into their labors. Opposition to the system, as such, has ceased. That the State should maintain a system of public instruction is now universally recognized. That the schools should come under most careful official supervision by a body of commissioned superintendents is acknowledged. That opportunities should be afforded for the thorough professional training of teachers is seen to be necessary. Little adverse criticism in reference to these regulations has now to be encountered.

We must not suppose from this, however, that there are no longer any difficulties to be met. While the system, as such, may be free from all intelligent opposition, the work done under it may be, and is, seriously challenged. Recently opposition has shown itself, neither factious nor in the interest of ignorance, but from men of culture, who, while maintaining the necessity of our system of public schools, yet regard the instruction given under it as wrong in character, and entirely unfitted for the present age. To this opposition we feel it our duty to pay regard, and, in so far as it is found to be valid, to make every effort to correct the evil.

First. It is said that the training in our schools is such as to keep from view the various trades, and that wide range of industrial pursuits which characterize our modern civilization. Our boys, it is charged, by a disgust engendered in the schools, are drawn away from the plow, the carpenter's bench, the machine-shop, etc., etc.; and our schools are a failure on this account. In other words, it is claimed we have been producing, through the defective elementary training of our common schools, a population of intellectual drones; and we must, therefore, introduce, in way of counterpoise, as soon as possible into our curriculum, for practical and utilitarian ends, the various trades which mark our present industries.

To say nothing of the true aim of elementary and, indeed, of all training, which should seek above all to secure a right inward inclination and habit of mind and spirit in reference to *their own proper destination*—which should strive, by all means, to give to the soul power to surmount nature, and gain a full mastery of itself—to say nothing, we repeat, of the true aim of elementary training, which, in our judgment, is quite the opposite of the theory underly-

ing this adverse citicism, we ask, and with some degree of surprise also, are the facts such as to warrant the criticism?

During almost half a century have our common schools, with their present course of studies, slightly modified it may be here and there, been faithfully at work; and have we, as a result, a population of intellectual drones? What industries have been shunned or neglected? Do not railroads, like one vast net-work, cover our land, and, with telegraphs and telephones, bind the whole continent together? Are not our mines delved, our ores smelted, and our coal and coke sent almost on wings to the uttermost parts of our country? Are not our mountains tunneled, our rivers spanned with colossal bridges, and whole counties spired with derricks, where, from the laboring earth, our people are pumping naphtha and asphaltum? Are not our forests swept down as if by magic, making our mountains treeless, and our streams fishless? Are not the booms in our rivers filled with myriad logs, and our ears deafened with the whir of countless saws? Is not our Commonwealth, itself an empire, filled with the rush and roar of innumerable industries, and is not our metropolitan city the very centre where almost every fabric of the known world is made? I do not say that our common schools are the only cause of this; but most certainly they have not yet given us a population of intellectual drones, among whom the trades are shunned, and on whose shops and wharves the cormorant and bittern lodge.

Universal education must bring with it a large increase of social wants. The Indian can be satisfied with his bow and quivers and rude wigwam. His bodily needs have no wider range; and beyond mere bodily interest his rude life moves not. But when mind is developed, and the higher powers of the human soul are aroused, something more is required. Hence, all education of the masses carries along with it, of necessity, a vast widening of the range of industries which demand attention; and this demand will always find its supply. We may safely say, therefore, that the education of the masses is one of the most potent causes of our present wonderful development in the way of inventive genius and industrial work. Indeed, one of the most subtle dangers of advancing civilization is just the multiplication of demands through which, while seeming to be conquerors of nations, we are becoming bondsmen really to the material world.

Apropos.—How many of us have breathed a thankful prayer that our children, in the quiet retreat of their early school-life, can be exempt for a time at least, from the din and discord of these material pursuits, and have opportunity to think of themselves, and pay proper regard to the meaning and worth of their own spiritual being! We do not mean, of course, that they should in this way come to regard manual labor as undignified, but that they should take interest in dignifying the laborers. No pursuit of inward culture can lead any child to prefer to batten in ease, rather than waste in work.

In the thousand school-houses which dot our hills and valleys, neither trades nor special industries have been introduced. Yet there the yeomanry of our land have been trained. There they have formed their first habits of thought and study, and found almost the first expansion of that spiritual power which gives intelligent guidance to nerve and muscle—the first impulse toward self-possession and strength of inward purpose, elements of untold significance for all the industrial pursuits of this or of any other age, helping to make the *laborer a self-possessed freeman, and not a slave.*

It is true, the old time of apprenticeship with us is gone. Our towns no longer make the fabrics which they use. The distaff has become an ornamental reminiscence only. Factory hands have taken the place of apprenticed journeymen. Hence, at first glance, it may seem that our boys and girls are now refusing to go to the tailor and learn his craft, or to the blacksmith and carpenter and master their trades, when, indeed, the changed character of all these pursuits renders this quite impossible. The peg, and awl, and cramping tree have disappeared before the rapid work of steam; and the old shoemaker with his band of apprentices has become almost the solitary cobbler—only a mender of shoes. The wonder is not that this is so, but that our people with so little friction have been able to adapt themselves to this rapid transition of modern civilization.

There may be a need of polytechnic schools throughout the land; and the time may be at hand when the state should take measures to maintain them to secure a ready supply of skilled laborers. This we are not disposed to question: and no doubt such schools, wherever organized, will be well-filled from the ranks of our common schools. But our common schools themselves, filled with the young children of our Common-

wealth, cannot be turned into such industrial schools without a revolution which would destroy in time the whole meaning of elementary training, and defeat the very end desired to be reached.

In this connection, however, it is no more than just to say that our teachers should be earnest in quickening the intellectual vision of their children. The worlds of nature and society, confronting the wondering eyes of the young, must not be neglected. Their objects and processes should become familiar to them as household words. Both eyes and hands should be under discipline; and, no doubt, practice in ornamental arts, and well-devised experiments in physical science will be of great service, without detracting at all from the more usual work of the school. room. The successful efforts of Charles G-Leland in Philadelphia can be extended to many other cities and large towns of the State; and we can see no good reasons, indeed, why a portion of the time of our daily common school routine might not be thus occupied with great profit. That common philosophy, at least, which makes intelligent to the child the reason and law of things around him, and without a knowledge of which he must grow up a stumbling saunterer, ought not to be neglected. Here great care is needed; and all thoughtful educators are ever anxious that our schools should have thorough and frequent supervision in this regard.

Another form of more serious criticism meets us in the charge that our common schools are a failure because crime is on the increase. The training given in them is said so be so destitute of moral force and directness, so purely mental, and so heedless of the ethical side of our human nature, as to demoralize our social life, and increase, instead of decreasing, the sum of human wickedness.

The premises here we are unwilling to acknowledge in the absence of all proper criteria for a safe judgment. In the movements of history there are periods of moral decadence, which in reality mark the approach of a new epoch and period of advance. Such moral vastations seem almost necessary, that the evil may be seen by the awakening conscience of the world and find a divine nemesis at hand, and the world at the same time receive a divine impulse onward. The leaves and petals, indeed the whole outward form of a plant, may give evidence of dying, while in reality that new crisis has come in which it is passing out of this old form into the new one of reproductive seed. The great tragedy of the civil war, opening the way, no doubt, for something higher than either victor or vanquished held, has left a large amount of immoral débris, and stimulated a vast greed for worldly possessions and earthly pomp, which may well give all good men great concern. But it may be, and probably is, that necessary unmasking of evil which the higher movement recognizing will overthrow.

Assuming, however, that the premise is true, viz: that wickedness is on the increase among us; this certainly does not of itself determine how far our common schools may be the cause thereof. There are other factors of our social life which have to do most intimately with our ethical being. Who does not remember Herbert's thoughtful sonnet?

Lord! with what care hast Thou begirt us round!
Parents first season us. Then schoolmasters
Deliver us to laws. They send us bound
To rules of reason. Holy messengers;
Pulpits and Sundays; sorrow dogging sin;
Afflictions sorted; anguish of all sizes;
Fine nets and stratagems to catch us in;
Bibles laid open; million of surprises;
Blessings beforehand; ties of gratefulness;
The sound of glory ringing in our ears;
Without, our shame; within, our consciences;
Angels and grace; eternal hopes and fears;
Yet all these fences, and their whole array
One cunning bosom sin blows quite away.

Most of the children of our Commonwealth are blessed with the care and guidance of family life all through their childhood, and under the most favorable conditions for that training and culture which shall save them from the fearful temptations of after years. Why not, with equal truth of logic, say that our general family life is a failure, because wickedness and crime are on the increase? So far as the interests of right in a legal sense (*jus*) are concerned, we have our judges and courts, our penalties of jail and prison and the gallows; our police and detectives, our reformatory schools, and a vast body of prohibitory legislation. If crime of this character is on the increase, why may we not say, with as much logical force, that all this is a failure? So far as the interests of piety (*fas*) are concerned, we have our pulpits and pastors, our family altars and Sunday-schools, yea, all the means of grace made to surround the child from earliest infancy; and with these neither the State officially nor the schools interfere, but on the contrary, show warm sympathy, together with grateful homage. Why, then, may we not say, as logically at least, that all these forces are failures, because wickedness is on the increase? Has

the school-house so potent a charm against all wickedness, and is it clothed with so impervious an armor against the assaults of all demons, that it must *per se* be a failure if suffering humanity is not redeemed from the curse and woe of wickedness and crime?

The common schools must take their due share of the burden, but not all of it. They have no right to be, nor are they, poised against the religious sentiment of the citizenship of the State. They ought not to be, nor are they, irreverent toward the worship paid to God in the thousand temples that adorn our land. While specific confessions of faith cannot be taught, yet that morality which rests upon a divine revelation, that discipline of the soul which comes from God's word, and from prayer and praise, ought not to be, nor is it, excluded from our schools. Neither infidelity, nor blasphemy, nor drunkenness, nor lust, are regarded as proper qualifications for our teachers. Indeed, if our superintendents were so far to forget or violate the law as to give certificates to candidates possessing such qualifications of character, our directors would at once refuse to keep them at work in the school-room.

It must be granted, however, that better ethical results should be reached than we find at present; and care should be taken to ascertain where the difficulty lies, and what means are to be used to remove the same.

First, that ethical culture which is gained by mutual trials, and cares, and sympathies, and affections—the endearing and ennobling sentiments which grow out of a long-continued relation of master and disciple, the moral force of which enters and abides in the life through all our years, is too much wanting in our common schools. Our teachers are perpetually changing. Year by year they come and go, and gain only a transient acquaintance as they hurry by. They are too much like hirelings by the year. They stay not with the children as familiar with their whole family life, and conversant with their temperament and habits. They abide not with their pupils as long-tried and revered guides, (*in parentum loco*,)—the power of whose guardianship of love grows mightier from year to year. They vanish from view so quickly as to leave no clustering reminiscences for maturing childhood to gather, and profit by the delight thereof. Their life, and thought, and high purpose have had no time to enter into the vision of the child's soul, and fill it with higher hopes and aspirations. They seem almost as *pedagogic tramps, not teachers*. What an ethical loss there is in all this!

When we bear in mind what broad responsibilities are involved in the relation between teacher and pupil, this loss becomes more apparent. It is true, the relation here spoken of is mediated by an organized system, which, at the outset, is external both to teacher and pupil. An earnest teacher, however, will strive to master the system and the routine necessarily connected therewith. This he can do by careful examination of the best and most successful schools, or by a regular and thorough course of practice in a normal school. But back of all this there is a relation of far deeper significance, in which the two come face to face—where will meets will—where soul speaks to soul—deep answering to deep—where, in fact, there comes to be a kind of spiritual cöexistence, the force of which reaches beyond the hours of recitation and class discipline, and becomes a life-long motive of good or evil. A relation of this character demands more than the brief acquaintance of a few months. Indeed, the whole power of it is thrown away by the frequent changes which now characterize the management of so many of our schools.

Every effort, therefore, should be made to give a longer and more continuous tenure of office to the teachers of our common schools, and to secure, for this end, teachers whose inward culture of character is such as to give to their presence and personal influence a power more far-reaching than all mere attainments of science can ever be. Perhaps, were the salaries of our teachers sufficiently increased, and a longer term of professional service guaranteed, we might secure permanent teachers for our common schools, as our higher schools and colleges do, and thus accomplish, in the way of moral culture, at least tenfold more than at present.

Again, virtue is no abstract thing; it is an inward habit of the whole soul, a strength engendered in the will to actualize the good in all the complicated relations of life. As such strength and condition of soul, it involves a tendency to pass into activity, and find in this way fitting representations of itself; and these representations constitute what are commonly called the different virtues, which, however, are but the phenomena of the same inward habit of the soul through duty brought into exercise. The result, of course, is the *good*, which, as an end, is also in the beginning, and is, indeed, the inspiration of the whole process.

Virtue may be said to begin in the very first crisis, when a resolution is made by which an appetite or merely selfish end is subordinated to a higher ethical end, or when the will, under the inspiration of an ethical idea, asserts itself in the way of duty over the power of nature. In the sphere of our flesh-existence, it shows itself in that self-mastery of the body, so that with its appetites and elements of strength it may not rule, but become the fit organ of mind and spirit. Physical health and muscular power are not the ends in view. The bully and the bulldog may possess these. The object is such an ordering of the whole bodily life, such self-government in this sphere, as shall facilitate that culture which the presence of mind and spirit necessitates. Dietetics and gymnastics are not for the prize-fighting ring, and all gladiatorial sports are a prostitution of our ethical being. But of course, the process does not stop with the body. From the very nature of virtue, it must cover the whole life, until the character has become complete and in full harmony with the law of all proper personal being.

Let it not be supposed, however, that in any moral resolution the will acts at random, or by mere caprice. This is not its freedom by any means. There is always a motive, an initial base of character predisposing, a deposit or remanency of influence and impressions which are inwardly determining. Virtue unfolds itself in the bosom of character, while at the same time it is constructive thereof, as its activities are put forth hour by hour and day by day. Hence, it is important that, at the very outset, the individual will of the child be confronted with a more general will in which the authority of moral law is made to meet and challenge its obedience. Such, at the very beginning and by Divine Providence, is the *family*, in the bosom of which the child begins to be. Although honor and reverence here are natural and instinctive, yet the time comes, and generally at a very early period, when they are lifted out of this natural base, and through a necessitated resolution of will become moral. Such, also, is the *school* in which capricious opinions or mere sense judgments are subordinated to truth, which, in the form of science, is not individual, nor indeed can be. So in the school, as regards the feelings; a kindred process should show itself, where tastes and impulses of fancy merged in merely carnal pleasures, are to be subordinated through art to the beautiful. Just here, and especially in our opening childhood when abstract analyses have no place, but when the inner impulses of feeling and fancy are in almost constant play, too much attention cannot be given to that ethical culture which can be made to touch the soul through eye and ear, and, indeed, through every organ in and by which the spirit reaches out into contact with the surrounding world. Hence, almost every home has within it, as by a holy instinct, the ministrations of art in the yard, with its flowers, and lawns, and shrubs, and trees; in the furniture and decorations of the house; in the mother's lullaby, widening into the music of the drawing-room, and into the choral glory of family song, where, both for wayward children and anxious parents, its magic is "transporting to the feet of eternal mercy the soul trembling on the wings of repentance, hope, and love."

In the *school-home*, also, too great care cannot be taken that all the surroundings of the child, which reach in upon his inchoate existence, and which are ceaselessly forming a deposit of impressed good or evil, *ever-remaining*, and into which all the roots of subsequent character penetrate and gather nourishment, be what the higher ends of our personal being demand. There is such a thing as stony ground and good and honest soil of soul life, into which the seeds of infinite love and wisdom falling may either wither or bring forth fruit sixty and an hundred fold.

In this direction there is great need of advance among us. The exquisite picture of the great dramatist is still true, and a contemplative Jacques can now see

> The whining schoolboy with his satchel
> And shining morning face, creeping like snail
> Unwillingly to school.

When we make our school-houses intellectual shops merely, in which our children are huddled within the enclosure of four bare walls, often with no regard in the building and its surroundings for physical decorum even, and, in some cases, we may say, with no regard for decency—when from some hard-beaten *trivium* with no surrounding fence, or yard, or shrub, or tree, the urchin is thrust into his dingy barrack, we must expect irreverence, and a wild license of disposition, in the presence of which all virtue and true culture are impossible. When, on the contrary, our school-houses are homes, as we are glad to say is already the case in some sections of our State—when the structure, the furniture, the grounds, and all things within and without are representative of culture, and surround the child

as with a presence at once demanding his reverent regard, and at the same time reaching in upon his soul as the sunny warmth of spring reaches in upon the moss and leaf-hidden violets, awakening bloom and fragrance—then may we hope for better moral results, which, so far as our social life is concerned, are more important even than intellectual or industrial skill.

In our last report, having this in view, we urged upon the attention of the Legislature the propriety of appropriating a sufficient amount to secure a carefully prepared work upon school-architecture, hoping that such a work, being placed in the hands of our various boards of directors, might aid in securing such results as above indicated. From sufficient reasons, no doubt, the appropriation was refused. Yet the necessity of something of the kind still exists, and we trust it will be properly met at no distant day.

Before concluding this report, we deem it no more than appropriate to point out some of the broad interests of social economy which our common schools subserve, especially those to which naturally the least popular consideration is given.

It is going too far, perhaps, to say that our nationality is yet in a formative condition. Already characteristics of American society are recognized. The general features of our life as a people have become, to a great extent, settled. Our political institutions, our literature in its various forms, and our methods of social and commercial intercourse, are sufficiently distinct to be recognized as American, although we may appear more cosmopolitan than all others. Yet, no nation has had, or is now having, such a heterogeneous mass of inflowing people, which must be subsumed and unified in the process of national growth. From all quarters of the world, peoples of almost every tongue have come, and are still coming—not as spies, nor for conquest, but to share the destinies of the great Republic. We know of the massive migrations of Alamans and Franks during the ferment of the mediæval world,

> and the Godless hosts
> Of heathen swarming over Northern seas.

But here peoples of widely divergent habits and manners, yet of coördinate civilization with us, come quietly to settle into homes and citizenship. Among these the genius of our American life and institutions must assert itself, and, by a rapid process of assimilation, work out a homogeneity of sentiment and purpose, or our whole fabric of political and social life will in the end be dirempted and ruined. Already, whether justly or not, our general Government has seen fit to exclude the Chinese as a dangerous element, because too far removed by their oriental habits to warrant the prospect of their ever acquiring any real citizenship among us.

In this connection, who does not know how difficult it is to change the habits of *adult* life? The men and women of the Welsh, and Germans, and Norwegians, and Hungarians, and Polanders, and Italians, who swarm to our shores, have reached that period of life when character is fully formed—when habits and forms of thought are too deeply ingrained to be removed. They cling to their mother-tongue as a hallowed possession not to be lost. Though active for the future through the necessities that are upon them, the glance of their soul is thrown backward, and still lingers upon the unfaded glory of their fatherland. They neither read our papers, nor enter into our social gatherings; but stand aloof in groups, nursing as best they can their own national peculiarities, while these become more endeared by the very contrast which confronts them, and which they help to keep up. We cannot expect their transformation. Although the rights of citizenship are granted them, yet the content, the substance, and culture of it, has not become part of their life.

Their *children*, however, are of that age when new associations are forming—when predetermined limits have not been reached—when the whole life has but little prefinition—when it is most plastic. As such, they enter our common schools, come under the definite culture of our language and life—come under the impulse there of one common interest—grow up into an affectionate fellowship with American habits—in fine, become with us collingual and congenial. This silent, yet powerful, process of nationalization—this homœomeric work, so deep and so broad in its results, and yet so quiet and hidden in its operation, our common schools are carrying forward from day to day, and from year to year, and they demand, on this account, the most serious regard of every statesman and patriot.

Again, when we think of the vast undeveloped possibilities which lie germinant in a whole generation of children, who come under the discipline of our common schools, and assure ourselves that among these are now slumbering all those forces which must characterize our literature, our science, our

art, our legislation—our whole social life indeed, when we pass away—how important for the higher and more advanced interests of culture does this massive substratum work of the common schools become! The work, it is true, is common, not specific. It does not aim to direct the children to any one particular vocation rather than another, but to aid in securing that general strength of mind and purpose, that habit of earnest study, and that awakened interest in self-culture, which form the common and necessary base of all subsequent movement or effort toward a special calling. It cannot address itself immediately to the innumerable particular needs of the social world without dissipating, in place of consolidating, both mental and moral strength. The age needs botanists: it needs butchers also. The age needs chemists: it needs choristers as well. The age needs electricians: it needs editors, too. The common school neither determines these needs, nor does it address itself directly to any one of them. Yet its work is just that which is to form a common base of culture which may be of the very highest service to the individual in whatever direction Providence may call him. The fuller and more thorough it is the better, provided it keeps in view its general scope. Just here the necessity shows itself that our colleges and universities, and all our advanced liberal and professional institutions, look upon this common school work with deepest sympathy and concern. As it advances, and it will advance, from year to year in fulness and force, multiplying of necessity the links which connect it with their work, it will challenge more and more their serious attention and counsel. From it, thus advancing, must come their material for the higher pursuits of culture which the age demands; and more abundant will this material be in proportion to the measure in which the inspiration of their labors is made to reach down and seize upon the aspiring multitudes whose glance our common schools are turning towards them. No antagonisms should for a moment exist in work of this character, where the relation is so inward and organic. The interests of our common life, as well as the interests of our higher literary and scientific standing among the nations of the world, demand that every bond holding the higher and lower together be regarded precious, and that every effort to dissever the same be deprecated and overthrown.

E. E. HIGBEE,
Supt. Public Instruction.

ITEMS FROM REPORTS.

ARMSTRONG.—Supt. Stockdill: Sugar Creek township built a good school-house during the past summer. East Franklin erected one of the best houses in the rural districts. Nearly all of our schools are doing good work, whilst a few of our teachers do not seem to be much in earnest; they never take a book into their hands from the time their schools are closed in the evening until the following morning. They should seek other employment. I am glad to state that most of our teachers are trying to do all they can. These deserve encouragement and good pay, whilst the others should be dismissed from the profession. A lazy, careless person should not undertake to teach school. Why do not all teachers remember their responsibility to God for the kind of work they do?

BUTLER.—Supt. Murtland: Our annual institute was held this month. The attendance of teachers was not quite up to that of last year, but the sessions were of unusual interest, and were well attended by the public. Good work was done by the teachers. We never had better instructors. The institute has been pronounced "a grand success—the best ever held in the county." Jackson district has another fine new school-house. Cranberry has had new blackboards put into all her schools, by gluing manilla paper to the walls formerly used for the purpose, and covering it with liquid slating. These blackboards are now the best in the county. Evans City has one of the finest globes we have ever seen. The course of study has been taken by nearly all the schools.

CAMERON.—Supt. Pearsall: The new school building of Emporium is found to be defective in its heating and ventilating arrangements; in all other respects it is a model building. Literary societies have been organized in connection with the schools of Sterling and Cameron.

CARBON.—Supt. Balliet: The county institute was better attended than any before, very few of the teachers actually engaged in teaching at the time having been absent. It has been growing rapidly in favor with the people within the past few years, and is exercising an influence widely felt in the way of educating public sentiment, and of enlisting popular interest in educational work.

CHESTER.—Supt. Harvey: We have decided upon a local institute in Oxford during December, and one in Kennett Square during January. The directors, in the vicinity of both these boroughs, have already agreed to give their teachers the time to attend. They also promise to have their schools represented with samples of the pupils' work—penmanship, drawing, recitations, essays, etc. From twenty to thirty schools are represented at each of our local institutes, a circumstance, I think, which causes still greater interest to be taken in the proceedings.

CLARION.—Supt. Anderson: The directors of Perry township have just completed a neat one-story building of two rooms, making the second house of this kind in the township. In New Bethlehem one has been built, and in Farmington four, instead of three as last reported.

Teachers are scarce this year. The schools are open in all the districts excepting three. The Board of Perry township have engaged no one to teach whose certificate aggregates above 20. Many of our teachers are doing very good work; a few are merely "keeping school," for the wages received.

CLEARFIELD—Supt. McQuown: More than 100 of the Complete Charts have been placed in the schools of the county during the past month. We have prepared and had published a Teachers' Directory, which contains, besides the names, the post-office address, name of school, and salary of every teacher in the county, 262 in all. From this we learn that the salaries have been raised in every district excepting one.

ERIE—Supt. Twining: A large and enthusiastic local Institute was held at Albion on the 24th inst. The exercises, which were interesting, were participated in by both teachers and directors. A good impression was made.

FRANKLIN—Supt. Disert: Our annual institute, held during this month, was a decided success. The interest manifested was greater and the attendance larger than at any former meeting. The educational interests of our county are gradually but surely advancing, as evidenced by the increased interest in our institutes and educational meetings, and the general improvement and care of school property.

JUNIATA—Supt. Smith: Our schools are moving along finely. The indications are that the winter will be a mild one, and, if so, the attendance in the rural districts will continue to be as satisfactory as has thus far been the case. Prospects for a good institute meeting are very promising.

LANCASTER—Supt. Brecht: In my visits during this month, I found the directors taking a warm interest in their schools, buildings, appliances, etc.

LEHIGH—Supt. Knauss: Our institute, which closed November 2d, was a decided success. Sickness prevented one of the teachers from attending; all the others, however, were present. The average attendance was larger than at any previous meeting. We decided to hold eight local institutes in as many sections of the county during the present term. Three new school-houses were dedicated with appropriate exercises during the present month. Our schools are all in operation. My time during the month was very largely spent in visiting the *beginners* in the profession.

MCKEAN—Supt. Campbell: Lafayette has furnished each house with globe, maps, dictionary, and cyclopedia, and new patent furniture. A number of new houses have been built in various parts of the county. The fall examinations were properly recognized in all the districts except Liberty and Eldred. In these two districts the teachers did not turn out. On the whole, however, the movement in the county is onward and upward.

MIFFLIN—Supt. McClenahen: Our county institute was well attended, both by teachers and citizens. All the teachers but three were present. One encouraging feature of the institute was the practical work done by the teachers themselves, The topics assigned them were discussed practically, and with interest and profit. After visiting all the schools in the county, and noting some of the wants and evils which I found existing, I prepared a list of referred questions to meet these wants, etc. These questions were discussed with much interest, and, I think, with much benefit to the schools. Local institutes will we held throughout the county as follows: Union and Menno, at Allenville, January 11th and 12th, '84; Lewistown and Granville, at the latter place, 18th and 19th; Armagh and Brown, at Milroy, February 1st and 2d; Derry and Decatur, at Yeagertown, January 4th and 5th; Newton, McVeytown, Oliver, Wayne, and Bratton, at McVeytown, January 25th and 26th.

MONTOUR—Supt. Derr: I have visited all of our schools once, and found them nearly all in good condition. Two new buildings have been erected this year, and furnished in the most approved manner—one in Derry, the other in West Hemlock. The directors of Anthony have refurnished three houses with patent furniture.

NORTHAMPTON—Supt. Werner: The county institute held at Easton, during the month, was better attended than ever before; and the interest taken, during the entire week, in all the proceedings, convinces us that the educational work in our county is improving.

NORTHUMBERLAND—Supt. Wolverton: With but few exceptions I am well pleased with the school work, as it is being done now, in this county, at least in so far as I have visited. The county institute, held at Shamokin, was generally considered the most useful the county has yet had. The character of the instruction was of the kind needed. Interest in education as such, was manifested by the citizens and the surrounding neighborhood, in a large attendance, both day and night. The schools are all open, and we are well started for good work this year.

PERRY—Supt. Flickinger: I find more than the usual amount of public interest in our schools, and the effect on the work done is very perceptible. We are trying to direct the popular sentiment into proper channels. I had the pleasure, during the present month, of attending the Mifflin county institute, and was much gratified with the earnestness and ability of Supt. McClenahen and his corps of teachers. He is evidently doing a good work, and has the esteem of all true friends of education. The institute was a success in every particular.

POTTER—Supt. Buckbee: New houses have been built in the following districts: Bringham, Hector, Homer, Sylvania, Wharton, Sweden, Ulysses and Pike. Five of these are for new schools, while the remaining three replace old houses unfit for use. Genesee has repaired the house at Ellisburg, making it comfortable and convenient, and putting in patent furniture of an approved style. Industrial drawing in many of our schools, and an increased interest in the appearance of the rooms, are among the already apparent results of our county institute.

SUSQUEHANNA—Supt. James: Two or three districts are grouped together for local institutes. Half-hour class drills are a leading feature. Percentage, diacritical marking of words, language lessons, and history, have been prominent subjects in these drills. In those districts where "boarding around" has been abolished this year, teachers show, by word and work, their appreciation of this much-needed change.

UNION—Supt. Johnson: The complete school charts have just been placed in the schools of Union, Limestone, and Kelly townships. The school-houses of the latter have been calcimined. Two copies of Webster's Unabridged Dictionary have recently been placed in the Lewisburg schools.

WAYNE—Supt. Larrabee: The county institute was held at Honesdale. Dr. N. C. Schaeffer, Supts. Shelley and James, and Profs. Thomas and Harris, did excellent service as lecturers and class instructors. Dr. H. H. Jessup and President D. W. C. Durgin also gave entertaining and instructive evening lectures. Class drills and pupils' exhibition were prominent and interesting features. On Thanksgiving Day the teachers and friends of Supt. Larrabee presented him with an elegant gold watch and chain as a token of their friendship and appreciation of his labors during the past six years.

ALLEGHENY CITY—Supt. Morrow: Our school attendance has never before been so good. The emolument also is much larger than at any former period. The schools are all doing well. The new building in the 8th ward is progressing rapidly. The 12th ward will put up a new house next summer.

HAZLETON—Supt. Harman: We have recently added $60 worth of books to our library, and some apparatus to our chemical and physical laboratories. A special effort was made during the month to reduce the number of cases of tardiness. One of our primary schools had but one case, and several of the lower grades had 3, 4, 5, or 6 cases. The aggregate, however, 313 out of a possible 24,000, is still greater than it need be. Who has some hints to give us upon this subject? The Y. M. C. A., of this borough is in a flourishing condition. Mr. M. E. McLinn, well known in central and southeastern Pennsylvania, as a successful teacher, is the efficient General Secretary, and is doing a grand work for the young men of the place.

MAHANOY CITY—Supt. Balentine: A good deal is written in various educational journals against the practice of "keeping in" for unprepared lessons. We have been in the habit of keeping in pupils to do what they might have done but failed to do during school hours. Some of the teachers, influenced by these articles against the practice, thought they could do just as well without keeping in. Anxious to get rid of this annoyance, I instructed all the teachers to announce to their schools, that no pupils would be detained for unprepared lessons for the period of one week, and longer if the plan worked well. When the week was up, we held a consultation. Reports from all the teachers were read, and the opinions of all were given. There was but one voice against the practice of "keeping in." The conclusion we have come to is, that keeping in for unprepared lessons is a good thing and is to be recommended for negligent and lazy pupils.

MEADVILLE—Supt. Roth: Excellent attendance and good original work distinguish the month. The work in language is very encouraging. The blackboard sketching vitalizes the composition work, and becomes a drawing lesson as well. The purchase by the Board of five sets of First Readers will enable us to use First Readers only for the first two years in school. We expect much from this plan. All reading matter should be purchased by the different Boards.

PHOENIXVILLE—Supt. Leister: An attractive feature of our monthly teachers' institutes is the lectures on educational topics delivered by the different clegymen of the borough. Rev. Mr. Nicholas gave a very interesting lecture before the last institute on "The New School of Mental Philosophy." At the last meeting of the Board it was unanimously resolved to hold a local teachers' institute at this place in the latter part of January next.

SHAMOKIN—Supt. Harpel: In compliance with the new law, our School Board opened an evening school in the beginning of the month. Our "breaker" boys soon availed themselves of this opportunity of gaining the elements of an education, and their number increased so rapidly that a second teacher had to be employed. The schools are now graded and in good working order. The county institute, which was held here during the month, was doubtless the most successful ever held in this county. The sessions, both day and evening, were well attended by our citizens.

SHENANDOAH—Supt. Bartch: The late fire has very materially interfered with the progress of our schools. Many of the people are homeless, living for the present with their friends, and their children have not yet returned to school. Others have left town, and just what the future will be it is hard to predict. Fortunately, however, none of our school buildings were burned. The schools before the fire were in excellent condition. They were never more satisfactory, and I felt confident of being able to show the best results during my last year in office, which was one of my greatest desires; but now things in that direction are not very encouraging.

PERMANENT CERTIFICATES ISSUED.

From October 8th to November 8th, 1883.

No.	NAME.	COUNTY.
3603	John W. Bell	Indiana.
3604	B. F. Ellis	Dauphin.
3605	Emily O. Miller	Dauphin.
3606	Wm. E. Shell	Dauphin.
3607	Hattie J. Anthony	Jefferson.
3608	B. F. Leidy	Montgomery.
3609	Lida M. Holloway	Venango.
3610	Cnrtis M. Harding	Bradford.
3611	Hollis E. Dann	Bradford.
3612	Geo. M. Marshall	Bradford.

BOOK NOTICES.

BEYOND THE GATES. *By Elizabeth Stuart Phelps. Boston: Houghton, Mifflin & Co.*

Books like this have their fascination for tens of thousands of intelligent readers. We have never passed one by since, in early boyhood, we wandered delighted, with Pilgrim and his companions, up to the very gate of the Celestial City. They have made the present more glad for us, the future more bright —and if the dream be beautiful and good, what matters that it be not strictly true? We shall learn the truth presently; in the meantime let us do what is permitted—"see though a glass darkly." Like the man with the muck rake, in Pilgrim's Progress, who unconscious of its presence, never raised his eyes to the angel that hovered above him, so most people in their thought seem seldom to rise above the lower atmosphere of their material surroundings. To this class of books belong "Gates Ajar," by the same author, and the "Little Pilgrim" by Mrs. Oliphant, which, while they can give no additional knowledge, are profitable for their suggestiveness, making Heaven none the less attractive and all the more real to plodding mortals in this lower sphere.

THE RIVERSIDE SHAKESPEARE. *By Richard Grant White. Three Volumes, $2.50 each. Boston: Houghton, Mifflin & Co.*

We have here in three goodly-sized volumes, containing the Comedies, the Histories and Poems, and the Tragedies, the final result of many years' study of Shakespeare on the part of the editor. In his preface, Mr. White gives evidence of that clear sense which always characterizes his writings, when he is not blinded by the heat of polemical fury. We beg leave to quote a passage, not merely because in these days of Shakespearolatry, its caution is needed, but because we can in no other way give so clear an idea of the editor's attitude towards his author both as a man and as a dramatist. He says, "One too common mistake has been the assumption that what Shakespeare wrote was always comprehensible, not to say admirable; which, Shakespeare being the man he was, writing when he wrote, and for his purpose, is, to say the least, somewhat unreasonable and unwarranted. And this assumption, aided by the uneasy desire to discover an ever-present moral purpose, or at least the constant evidence of a profound moral insight on Shakespeare's part, has also led to much over-subtle explanation of his meaning in obscure or disputed passages." He even confesses himself to have "erred in this way heretofore."

No one after reading the sketch of the poet's life, prefixed to this work, would accuse Mr. White of an "uneasy desire" to discover anything in the career of Shakespeare which exalted him above his fellow-men. The few known facts in the life of the man are not distorted in any way, but his selfishness, his sordid love of money, and his over-fondness for drink could not have been more strongly emphasized even by a Puritan of the days of the Commonwealth. All the good is interred with his bones.

This cool reserve of mind shows to better advantage in the treatment of plays, each of which is introduced by a brief account of its origin, and a line or two characterizing its special excellence. From these we learn that "Lear is unsurpassed in grandeur and power;" and "Othello in dramatic interest;" that "Antony and Cleopatra is poetically the most splendid production of Shakespeare's genius;" that "Cymbeline presents us the most enchanting picture of womanhood that exists in the literature of all times, tongues and peoples;" that "As You Like It, is the most delightful of comedies," but that "Hamlet is neither his greatest play, nor contains his greatest poetry."

The text itself can be trusted to few better hands than those of our editor, who is fully competent to give a common-sense reason for his emendations, as he shows us by some specimens in the preface of his mode of treating disputed passages.

For the general reader, whose desire is simply to understand and enjoy the works of the great dramatist, we know of no edition better suited to his purpose than the "Riverside" with its judicious notes and its clear large print.

MODERN FRENCH READINGS. *Edited by William I. Knapp, Street Professor of Modern Languages in Yale College. Boston: Ginn, Heath & Co.*

In this neatly printed volume of 457 pages, we find eleven pieces taken from the works of seven authors. The first selection, a very pathetic little story by Berquin, well known to the French youth of a century ago as the author of "The Children's Friend"—from its simplicity in style, forms an excellent introduction to the series. This is followed by one of the Countess de Ségur's charming little comedies—Le Dîner de M'lle Justine, illustrating the troubles arising in domestic life between masters and servants, from a lack on the part of the latter of a clear moral insight into the difference between *meum* and *tuum*. The transition in style to the next selection from the vigorous pen of Guizot, is rather sudden. The subject—The Death of Charles I.—is in itself so full of tragic interest that it loses nothing at the hands of so self-poised a writer. These are succeeded by three short pieces by Alexandre Dumas. Grenade, from the facile pen of Gautier, furnishes a picture of that ancient Moorish capital. In Numa Roumetan, Alphonse Daudet presents to us a view of life and manners in Provence. Of course, as the founder of the romantic school, Victor Hugo must not be omitted, and for difficulty of style, comes last. For critical reading of portions of these selections, the ordinary dictionaries will not serve; for in modern democratic France, the academy has lost its supremacy, and the diction of the popular writers is now drawn from the club, the theatre and the café, and the "vulgar tongue" is fast becoming classic speech. However much this degradation of language and literature may be deplored by the student of French literature he cannot ignore the fact of its existence.

WHITTIER CALENDAR FOR 1884.—This Calendar is of the same general style with the Emerson and Longfellow Calendars, which have proved very acceptable to a multitude of admirers of those authors, for the appropriateness and artistic character of their designs, and for the great care and skill with which the daily selections were made. The selections for the Whittier Calendar have been made from Mr. Whittier's poems and prose writings with similar skill and care. The design is entirely different from those of the Emerson and Longfellow Calendars, but represents graphically certain leading features of Mr. Whittier's writings, by which these are most strongly commended to the admiration and love of American readers. This Calendar will be a much-prized ornament in many thousands of homes, which will be brighter and happier for its daily words of wisdom. The price is the same as that of the Longfellow and Emerson Calendars, One Dollar, and it is published by Houghton, Mifflin & Co., Boston.

HANDEL was one of the most humorous of mortals, and at the same time one of the most irritable. His best jokes were perpetrated frequently during his most violent bursts of passion. Having occasion to bring out one of his oratorios in a provincial town of England, he began to look about for such material to complete his orchestra and chorus as the place might afford. One and another was recommended, as usual, as being a splendid singer, a great player, and so on. After a while these were gathered together in a room, and, after preliminaries, Handel made his appearance, puffing, both arms full of manuscripts. "Gentlemen," quoth he, "you all read manuscripts?" "Yes, yes," responded from all parts of the room. "We play in the church," added an old man behind a violoncello. "Very well, play dis," said Handel, distributing the parts. This done, and a few explanations delivered, Handel retired to a distant part of the room to enjoy the effect. The stumbling, fumbling and blundering that ensued is said to have been indescribable. Handel's sensitive ear and impetuous spirit could not long brook the insult, and clapping his hands to his ears, he ran to the old gentleman of the violoncello, and shaking his fist furiously at the terrified man and the instrument, said, "You blay in de church!—very well—you may blay in de church—for we read, De Lord is long suffering, of great kindness, forgiving iniquity, transgression and sin; you sal blay in de church, but you sal not blay for me!" and snatching together his manuscripts, he rushed out of the room, leaving his astonished performers to draw their own conclusions.

SHELLS OF OCEAN.

J. W. CHERRY. C. MATZ ARR.

Expression.

1. One sum-mer eve, with pen-sive thought, I wan-der'd on the sea-beat
2. I stoop'd up-on the peb-bly strand, To cull the toys that round me

shore, Where oft, in heed-less in-fant sport, I gather'd shells in days be-fore, I gath-er'd
lay, But, as I took them in my hand, I threw them one by one a-way, I threw them

shells in days be-fore: The plashing waves like mus-ic fell, Re-spon-sive
one by one a-way: Oh, thus, I said, in ev-'ry stage, By toys our

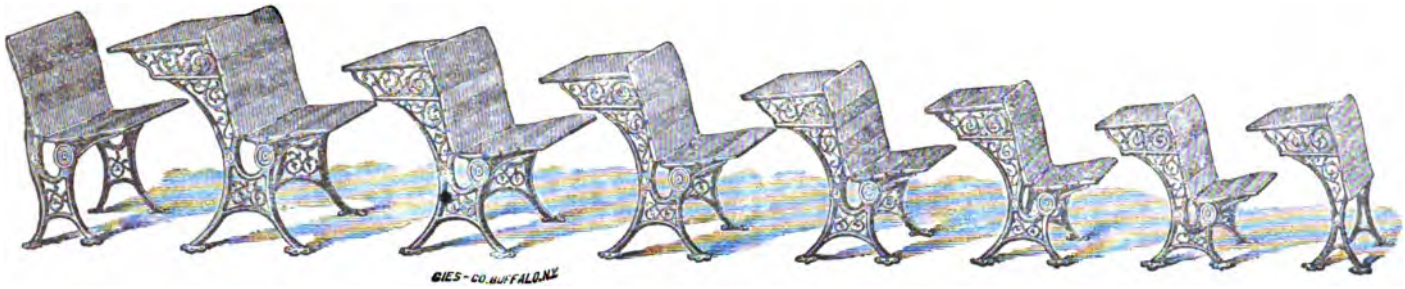
to my fan-cy wild; A dream came o'er me like a spell, I thought I was a-gain a
fan-cy is be-guiled; We gather shells from youth to age, And then we leave them, like a

Expression. *Ad lib.*

child, A dream came o'er me like a spell, I thought I was a-gain, a-gain a child.
child, We gath-er shells from youth to age, And then we leave them, leave them, like a child.

Twelve Sizes of the "NEW PARAGON" School Desks assure Comfortable and Healthful Position for Pupils of all Sizes.

A FEW PENN'A ADOPTIONS IN 1882.



A FEW GENERAL ADOPTIONS IN 1882.

Philadelphia.
(Re-adoption for 1883.)
Erie. Terre Hill.
Lancaster.
Gettysburg.
Kutztown.
Birdsboro.
Phœnixville.
Millerstown.
Ephrata.
Pine Grove.
Radnor. Blandon.
Shrewsbury.
Coatesville.
Titusville.
Bethlehem.
Dick'son Col. Carlisle
Bradford.
Tamaqua.
Union City.
Wellsboro.
South Easton.
Bangor.
Greensburg.
Sayre.
Orangeville.
Mont Alto.
Morrisville.
Harrisburg.
Kittanning.
Connellsville.

SOLID BACK AND SEAT! STRONG AND DURABLE! PERFECT NOISELESS HINGE!

Awarded Highest Premium at Penn'a State Fair, New York State Fair, New England Agricultural Society's Fair, and Cincinnati Exposition in Fall of 1882.

With the implicit confidence we have in the superiority of the "New Paragon" Desks, we deem it unnecessary to comment on the defects of others, but instead, refer to places where our furniture is in use, our Honorary Awards, and also append a few of many testimonials from parties not using but one style of Desks, but the various Desks now in the market.

PHŒNIXVILLE, PA., March 23, 1882.
The "Paragon" Desks are entirely satisfactory in every respect and are far superior to any furniture that is now in the market. We recommend them on account of the thorough manner in which they are put together, the secure and efficient mode of fastening the wood to the iron standards with the expanding dove-tail wedge, also on account of solid or glue-joint seat and back, it forms a more comfortable seat, and makes a more rigid desk and is less liable to get out of order. We therefore take great pleasure in recommending the "Paragon."
By Order of the Board,
HENRY MCGUCKIAN, *Prest.*
I. W. KURTZ, *Secretary.*

☞ This Board **again** furnished a large new building with the "*Paragon*" Desks, **since** the above date.

HARRISBURG, PA., Jan, 30, 1883.
From our experience with the "Paragon" School Desk, we can cheerfully recommend it as a first-class article. The Desks placed in the Harris Park building some years ago, as well as those placed in other buildings since, are giving entire satisfaction in every respect. The Desk being constructed in a thorough manner, its faultless shape, and handsome appearance, all commend it as one of the VERY BEST, if not THE BEST in the market.
J. NELSON CLARK, *Chairman.* E. S. GERMAN, *Sec.* GEO W. RHOADS, W. J. BERGSTRESSER, JOHN W. YOUNG, CHAS. T. GEORGE, R. S. MCWILLIAMS, W. HOWARD DAY, E. D. KOSURE, *Furniture Committee.*

GETTYSBURG, PA., Jan. 26, 1883.
Having in use the "Paragon" School Desks, would state that we greatly prefer this Desk to any we have examined, for the following reasons: They are solid glue-jointed Desks, not nearly so apt to rack as Slat Desks, and are more easily placed in position. The seat hinge is superior to any we have seen and cannot well get out of order. In addition to strength and durability of construction, the Desks present a handsome appearance, and have received the commendation of the patrons of the school.
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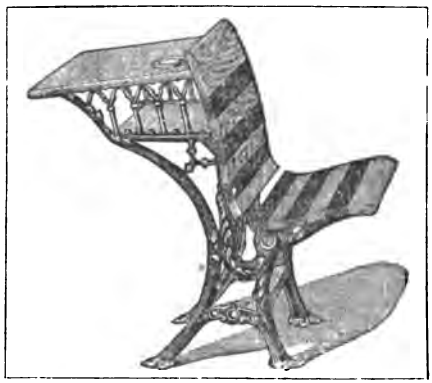

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THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 32. FEBRUARY, 1884. No. 8.

A FEW HOURS WITH EDUCATIONAL JOURNALS.

BY E. E. WHITE, LL. D.

DEAR PROF. BELL: I have just put into my library eleven newly-bound volumes of of the *Indiana School Journal*, all edited by yourself. These, with the nine volumes bound in 1870, contain a valuable record of school progress in Indiana for twenty years, and I am desirous of securing the preceding five volumes, several of them edited by the lamented Henkle. I have also added seven bound volumes of the *Ohio Educational Monthly*, completing the set of this journal from 1852 to 1882 inclusive. These thirty-one volumes (15 of which I edited), with the prior four volumes of the *Ohio School Journal* and a volume of the *Public School Advocate*, both edited by Dr. A. D. Lord, present a complete history of educational progress in Ohio from 1846 to the present year. My library also contains twenty volumes of the *Pennsylvania School Journal*, beginning with 1861, and twenty-seven volumes of Barnard's *American Journal of Education*, beginning with the first volume, issued in 1856—the greatest work of the kind in the English language, if not in any language.

My collection of Educational Journals also contains one or more bound volumes of nearly all the more important American journals, hitherto published. Among these are four volumes of the *Connecticut Common School Journal*, from 1838 to 1842, inclusive, edited by Henry Barnard; three volumes of the *R. I. Institute of Instruction*, 1845 to 1848 inclusive, also edited by Henry Barnard; twelve volumes of the *Massachusetts Teacher*, the first being the sixth volume, issued in 1852, and early volumes of the *New York Teacher*, *Connecticut Common School Journal*, *Rhode Island Schoolmaster*, *Illinois Teacher*, *Wisconsin Journal of Education*, *etc.*

Of all the educational journals published prior to 1870, only three are still issued. These, in the order of their ages, are the *Ohio Educational Monthly*, the *Pennsylvania School Journal*, and the *Indiana School Journal*—all three being well sustained and vigorous, with the promise of many years of usefulness.

I have recently spent several hours in looking over the later numbers of these journals and comparing them with the earlier volumes. The comparison has been very interesting and suggestive. The improvement in the character of the journals is very marked, and in no direction has this progress been greater than in the practical value of the articles. There is a clearer grasp of guiding principles and a more intelligent application of these principles to school work in the later than in the earlier volumes; and this suggests the value of these journals as *a record of school progress*.

Nowhere else can the improvements made in school systems and in methods of teaching be more satisfactorily learned. In the earlier volumes will be found articles earnestly advocating measures and agencies now almost universally employed. The later

volumes advocate improvements in these agencies and the remedying of defects.

But in no other respect is the change in these journals so marked as in the discussion of methods of instruction—and especially of primary instruction. Thirty years ago there were very few articles devoted to the teaching of little children, and these either described methods long since discarded, or they hinted at better methods in such terms as show that they were ideals and not methods actually used by the writers.

As a rule, the earlier papers on methods are general and indefinite, with few details, but here and there the reader finds a paper that opens wide windows into what is properly called a natural method of primary teaching—papers showing clear vision and practical knowledge. The more recent papers on methods abound in details, showing, on their face, that they are not mere theories, but are the delineations of actual school work. They map out the way and note the steps to be taken with the minuteness and accuracy of the practical surveyor.

All this indicates the progress actually made in elementary instruction. The better methods known to a few superior teachers thirty years ago, and later taught in normal schools and teachers' institutes, have widely worked their way into the American school, and are now skillfully used by thousands of progressive teachers. This has been the work of no one man or score of men. Hundreds of wise teachers have been solving this problem of child teaching, and, as a result, the methods of the primary school have been radically improved—not in all communities, but in many communities. The progress made in embodying sound theory in successful practice in the schools has, it is true, been slow—an illustration of the wise remark of John Stuart Mill, that "a reform even of governments and churches is not so slow as that of schools, for there is the great preliminary difficulty of fashioning the instruments—*of teaching the teachers.*" It is for this reason that improved methods of teaching are usually worked out by individual teachers or by a body of teachers under the instruction and oversight of a superior teacher. It is for a like reason that such improved methods are disseminated largely by what may be called the training process, and hence the importance of supervisory school officers who have a clear grasp of the principles of education and a familiar acquaintance with the best methods. The American people are slowly learning that improved methods of school instruction involve the training of the teachers, and, in the present condition of education, this devolves largely upon school superintendents, aided in the larger cities by training schools, and elsewhere by normal schools and teachers' institutes. A live man at the head of the schools in a small city, *with power to carry out his plans*, can work wonders in a few years, provided he knows what superior teachers have done and are doing in the most advanced schools.

Those who suppose that any method of primary instruction has been evolved and perfected within the past fifteen years, are commended to the pages of the educational journals. Here they will find evidence that what they supposed to be a very recent discovery is much older than the supposed discoverer—older not merely as a theory, but as a method successfully used in many schools. An acquaintance with the literature of education would open the eyes of many of the ardent advocates of the "New Education" (whatever this may mean). I have often been amused to hear methods advocated as "new" or sharply criticised as "new-fangled," which, to my personal knowledge, have been successfully used in American schools for a quarter of a century. In a recent heated discussion of the spelling book question in a teachers' institute in the East, the proposed non-use of such a book in elementary grades was both advocated and opposed as a "Quincy idea." I think, Mr. Editor, that it would not be difficult for you to name a score of cities in whose schools no spelling book has been used, especially in the lower grades for over twenty years, to say nothing of the practice in German schools.

As many of your readers are aware, the past eight years of my life have been devoted to the practical solution of the difficult problem of higher industrial education; and so arduous have been my duties that I have been able to give very little attention to the progress of elementary education. I now turn to the educational journals and to school reports to learn what improvements have been made since my last visits to some of the most advanced public schools in the country. The first thing that strikes me is the frequency with which the term, "The New Education" meets me, and I am trying to find out what is meant by it. I have been familiar with the term as first used by Dr. Eliot, now President of Harvard, to designate a higher education in which the physical sciences have a large place and the modern languages take the place of Latin and Greek; I have also heard the term applied

to industrial education, both elementary and advanced; but this use of the term to designate a *method* of primary instruction is novel and to me confusing. It is true that Dr. Eliot's higher education, based on the sciences and modern languages, and technical or industrial education, and the natural methods of primary education, are all correlated parts of one system of education? If there be such a system, it seems proper to designate it "The New Education," but the application of this term to a method or system of primary education strikes me as akin to the applying of the title "Professor" to an elementary teacher with a year's certificate or license. The term is too big for the thing it covers. What is the explanation of this tendency to apply big names to small things, and new names to old things?

What is meant by "new" as applied to this primary method? Thirty years ago drawing and music were systematically taught in all the grades of the Cleveland schools, and the "word-method" as an *initial* process in teaching reading had superseded the a-b-c or letter method, and twenty-five years ago the word-method, or the phonic-method and the letter-method were united in scores of schools as a practical method of teaching the child the art of reading. More than twenty-five years ago technical grammar was put up at least three years in the Cleveland course of study, and more practical instruction in language was begun. Over twenty years ago the writer gave a systematic course of language lessons in teachers' institutes. Are these and other like improved methods of primary instruction, used in the best schools for twenty years or more, included in "The New Education?" Can not the educational journals help perplexed teachers determine what is *new* in "The New Education?"

By the way, have you read Miss Patridge's "Notes" of Col. Parker's "Talks on Teaching?" I recently read the little book with some care, though not in a critical mood, my special purpose being to learn what is characteristic of the so-called "Quincy Method." I was specially pleased with the eight talks on the teaching of reading and spelling, though they contain little that is new or that can be characteristic of the Quincy schools. The methods sketched are rational and natural, and, what is important, have been successfully used by hundreds of wise and skillful teachers. It seems to me important to keep in mind when reading these talks that the principles and methods advocated by Col. Parker relate to elementary instruction, and not to secondary or advanced. He clearly has in mind the primary pupil, and not the pupil in the grammar school, or in the high school. The talks on "School Government," "Moral Training," and several other topics, are less satisfactory. The book contains some statements that need qualification, but those who have tried it know how difficult it is to condense an hour's talk into a few terse paragraphs and not omit explanatory and qualifying sentences. Moreover, the making of too broad generalizations may be a weakness of the Colonel. Positive men are quite apt to be sweeping in their statements. But I feel more disposed to applaud than to condemn any one who uses a free lance in his efforts to drive stupid routine and dull rote-work from the primary schools of the country. The reformer often feels that he has a new light which he dare not hide under a bushel. Let us be thankful for every ray of light that falls on the pathway of the teachers of little children. If it be true that the Quincy lamp shines only with borrowed light, it is a good thing that *it shines*. What is needed is not simply light, but its widest dissemination. The Quincy light seems to have the power of diffusing itself, and for this all who have been preparing the oil should rejoice. Let Quincy shine—the brighter the better.

Indiana School Journal.

SCHOOL RULES.

A TOWNSHIP clerk asks aid in preparing a system of Rules and Regulations for the government of schools. It is difficult to prepare rules of conduct without knowing the specific conditions to which they are to apply. It may be laid down as a general principle that school rules should be few, simple, and of general application. More valuable than the rules in the government of a school, or system of schools, are the good sense and personal influence of the teacher. If these be wanting or meager, no regulations which a board of education may adopt can supply the lack.

It is better, for the most part, to adopt a rule when the necessity arises, than to adopt beforehand a long code of rules, many of which may not be applicable, and some of which may prove a hindrance rather than a help. There is, however, a need of some scheme of rules and regulations in every system of schools, and the larger and more complex the system, the more extended and minute the regulations must be. We present the following, not as a complete code

to be adopted by any board of education, but as a suggestive model which may be expanded or abridged, or in any way modified to suit particular conditions. In its preparation we have drawn freely from regulations now in force in several localities, and have had township and village districts mainly in mind:

Rules and Regulations for the Public Schools of . . . . . .

1. The daily sessions of the schools shall be from 9 o'clock A. M. to 12 M., with a recess of ten minutes, and from 1½ o'clock P. M. to 4 P. M., with a recess of ten minutes.

2. Teachers shall be in attendance at their respective school rooms and open the same for the reception of pupils at least twenty minutes before the time of the opening of school each morning and afternoon.

3. Teachers shall give their entire time to their appropriate school duties during school hours.

4. Teachers shall dismiss their schools promptly at the appointed time, but delinquent or disorderly pupils may be detained a reasonable time after the close of school, not to exceed one-half hour at noon nor one hour after the close of school in the afternoon; during which time pupils so detained shall be subject to the same rules, discipline and control of the teacher as during the regular school hours.

5. The studies pursued and the text-books used shall be such, and such only, as are prescribed by the Board of Directors.

6. Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also take special pains to secure good order and neatness in their school rooms, in the halls and about the school premises.

7. Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses heated by stoves, they shall ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess the teachers shall, in all cases, see that a proper supply of fresh air is admitted to the room.

8. It shall be a duty of the first importance, on the part of the teachers, to exercise constant supervision and care over the general conduct of their scholars; and they are especially enjoined to avail themselves of every opportunity to inculcate correct principles and train pupils in good habits and manners.

9. Every scholar is required to attend school punctually and regularly; to conform to all the rules of the school; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language; to be clean and neat in attire, and to refrain entirely from the use of intoxicating drinks and tobacco.

10. Scholars habitually tardy or irregular in attendance, neglectful of their studies, disobedient, regardless of the rules of the school, or whose example and influence are injurious to the school, may be referred by the teacher—to the principal, superintendent, or board—for advice, admonition, reprimand, or suspension; and no scholar so referred shall resume his school duties until his case has been satisfactorily adjusted by the proper authority.

Ohio Ed. Monthly.

USE OF THE DICTIONARY.

BY MRS. J. M. LORD.

IN a Chicago school recently, the class that was reciting in the "Language Lesson," were requested to give a sentence with the word "capillary." A little girl wrote, "I sailed across the ocean in a capillary." When asked what she meant by that, she turned to *Webster's Unabridged*, and triumphantly pointed out this definition: "Capillary, a fine vessel." Further investigation showed that nearly all the class had made the same blunder.

This incident, going the rounds of the papers just now, gives an apt illustration of the misuse of the dictionary. I presume this teacher had never given a thought to the subject before this time, and she had *supposed* that all her scholars fully understood the meaning of the word as given in this huge volume of definitions. We know that the mind of a child seems to work strangely sometimes, and unless great care is taken to guide that mind aright, error *will creep in* and find a lodgment there which is hard to drive out. Teachers are apt to say (and rightly too), "We have *no* time for *these* things; why, we often fall short of sufficient time for the bare recitation." I I know this is one of the great drawbacks in schools of the present day; yet I think a lesson of three paragraphs well understood is worth more to a scholar than three pages *well recited* without being understood. And I think that enough can be taken from each recitation for all that is needful in order to become familiar with definitions, as they apply to lessons. I would recommend that every teacher be prepared with some book of synomyms; Campbell's is excellent. Whenever a word occurs in the lesson the class is preparing, that is not well understood as to its meaning, do not allow the pupil to consult the dictionary at all, but expect the pupil to ask the teacher the meaning of the word; she can give from her book of synonyms several meanings of the word, and

thereby ascertain whether either of these will make it clearer to the mind of the pupil than the one definition often found in the dictionary, and which will not convey to the pupil the idea the author intended. If not, allow the word to remain unexplained until the recitation of the class takes place.

Suppose this to be a lesson in Geography, and the troublesome word to be "celebrated," which occurs in the answer to one of the questions, viz: "The Island of St. Helena is celebrated for having been the last residence of Bonaparte." The teacher calls the attention of the class to this sentence, which she writes upon the board.

Teacher.—"How many of the class know what this sentence means?" No hands are raised.

T.—"Allen, you may tell what you *think* it means." He replies, "It is where Bonaparte died; I read about it in my book of great generals."

T.—"This is not the meaning. Willie may tell us." He says, "It is where Bonaparte lived when he died."

T.—"Well, but this does not tell us all the meaning of the sentence."

Now the word that had been inquired about is mentioned again by Annie, and she thinks if she knew the meaning of the word "celebrated," she could tell all about the sentence. She has looked out the definition in the dictionary, and the teacher has given her some other words, but she cannot see what the meaning of them is in *that* sense. Just here Henry raises his hand and receives permission to explain; he says, "Celebrated means to have a good time; we celebrated the Fourth of July, and had a nice time," and this is accepted by the class with a satisfied nod of the head. *Merely a nice time.*

T.—"We will examine this word." And one of the definitions is chosen, viz: "honored," and by a few skillful questions and some explanations, she is able to show the class just what the word means in its relation to this sentence, and she shows them that unless *this* word is well understood, this sentence would have no meaning, or give us any correct idea. After this word is examined, others may be, and new ideas given which will make the sentence clear and plain to the minds of all; and these words will be fixed in the minds of the class, never again to be so grossly misunderstood; and the pupil will learn that the same word can be used in many other connections. Yet the same *definition* will not apply *always;* and he will learn also that we must look at the relation of the word to the sentence in order to ascertain its true meaning. I cannot go into the detail of this lesson, but I think teachers will be able to see the advantage to be derived from *teaching* their pupils *how* to use the dictionary, rather than allowing them to consult it on all occasions and accept what is *there given* as the *true* and *only* definition. It is often the case, an error of this kind becomes a life-long annoyance. The class in reading come to this sentence, "The painter executed the task to the life, and bore away the successful effort of his pencil." Emma reads the sentence.

T.—What is the meaning of the word *executed* as we find it in this sentence?" No response from the class.

T.—"Charles, give us the meaning of the sentence." He is not able to tell anything about it. Emma says she has looked at the word executed and found the definition to be, "*to be put to death!*" This gives Charles an idea; he has read somewhere about a man that was executed, and as the painter executed the task to the life, it meant that he took the life of some one. Now such a mistake as this seems absurd indeed, but it often occurs, and the teacher needs to watch for these absurd ideas, and to show the class here and now that the same word does not mean *here*, what it would mean in another connection; and so the teacher needs to make it all plain, even if it does take a few moments of time; and what an amount of information the class would gain from such an exercise! I would always use the blackboard; "it assists the pupil more than the book," says one of our popular educators. I well remember one incident of my school life in childhood. Our teacher read for the morning lesson, as she was wont, from the Scripture as follows: "And they made the sepulchre sure, sealing the stone and setting a watch." We were in the habit of listening very carefully to her reading and remarks, and she told us *very* little about *this* verse, viz: that a watch was needed to guard the tomb, and the seal of the ruler to make it sure; but it was not very lucid to us, and on our way home one of our mates—a bright, nice boy—undertook to explain; he told us he knew what *that* meant. "Why," said he, "my father has a great many seals upon his watch chain, and he often sets his watch by the clock on the church."

We were satisfied, of course, as the *very* words so closely corresponded with the ones our teacher had read. Not long since I met that *boy*, now a man, and referred to that absurd explanation of his, and he added, "I have never heard that passage read, or

read it myself, without being amused and vexed that *such* an idea should have been allowed to find lodgment in my brain for want of a little clear information from our teacher." And so it is that many times we are annoyed by a remembrance of absurd ideas we gained in our early days; and it is within the reach of all teachers to assist in the best and right use of the dictionary, making it, if rightly used, a valuable assistant. *American Teacher.*

THE GREAT KING.

AN ALLEGORY FROM AN OLD AUTHOR.

ONCE upon a time, there lived a great king, whose kingdom was called the country of Reality, or of the Day, because a perpetual activity and unclouded light prevailed there. On the most distant frontier, and facing the icy north, lay another country, which likewise acknowledged the sway of the great king, and whose immense extent was known to none but himself. From the remotest ages this monarch had preserved its map in his archives; this other kingdom was that of Possibility, or the Night, because all was inert and sombre within its borders.

In the most fertile and agreeable district of the empire of Reality, the great king had a magnificent residence named Himmelsburg, or the Celestial City, where he resided and held his court, the most magnificent imaginable: millions of servants executed his will, and millions held themselves ready to receive his orders.

These were clothed in garments more shining than silver, and whiter than snow, because white was the king's color; those in glittering, gleaming armor, a flaming sword in their hands or cased in a sheath of gold. Each, at a sign from their lord, flew to accomplish his commands, with the rapidity of lightning traversing the clouds. All these faithful servants, vigilant, intrepid, and full of zeal for the service of their monarch, were so united among themselves, and so contented with their lord's favor, that one could not imagine a greater happiness than to be admitted into their ranks, or deemed worthy of their beneficent friendship. But there also lived, in this glorious city, a great number of citizens of less exalted dignity, who, good, and wealthy, and happy, enjoyed not only the daily gifts of the monarch, but likewise the indescribable felicity of serving him every day, and of being treated as his own children.

The great king also possessed, not far from the confines of the empire of Reality, a large but uninhabited island, which he desired to people and cultivate, that for a short space it might become the dwelling-place of those of his subjects whom he intended to admit in due time to the rights and privileges of citizens in his imperial city—a favor which he wished to concede to as many as possible.

This island was named Erdheim, or the Terrestrial Home. He who by his good conduct in this abode of trial, and by his attention to the improvement of the country, showed himself worthy of such a reward, would be admitted to the Celestial City, to share in the bliss of its fortunate inhabitants.

To attain this object, the great king equipped a fleet destined to transport the colonists to their abode in the island; and in withdrawing them from the cold and gloomy regions of the North, he thus summoned them to enjoy the light and the activity of life; advantages of which, previously, they had been deprived. You can understand that these poor people entered on their new home in a happy and contented spirit.

The island appropriated for their cultivation was not only beautiful and fertile, but those who arrived there found that everything necessary to render the period of their residence agreeable had been provided beforehand; moreover, each of them had the certain knowledge that his work and his submission to the great king's will would be recompensed by his future admission to the rank of citizen in the splendid city of Himmelsburg.

At the moment of their embarkation, the benevolent king made his appearance, and addressed the colonists in the following terms:

My children, I have withdrawn you from the dark realms of Night, of inaction and insensibility, to render you happy by feeling, activity, and life; your happiness and honor will largely depend upon yourselves; you have only to will that it shall be yours. Never forget that I am your king, your father; and faithfully observe my commandments in cultivating the country which I have intrusted to your care. Each person, on his arrival at Erdheim, will receive the area of ground which he is intended to till; my final directions for your conduct you will there find exhibited; and there, too, you will find numerous wise and learned men, charged to make known to you my decrees, and explain their meanings.

I will, also, in order that you may acquire for yourselves the knowledge necessary for the in-

terpretation of those decrees—I will, I say, that every head of a family shall preserve within his house a copy of my laws, and daily read it with his family, so that their remembrance may be ever fresh in the minds of all.

Moreover, I will have the first day of the week consecrated to my service; and on that day, in each establishment, parents and children, masters and servants, shall assemble in a place specially set apart for that purpose, where my commandments shall be read and explained to them, where they shall reflect on the duties enjoined upon them, as well as on the means by which they may obtain the recompense destined for them. Thus will each of you easily inform yourselves of the most advantageous manner in which to employ the estate you have received as your inheritance; how you may plant it and till it, and, especially, how you may uproot the tares and brambles that would otherwise choke the good seed. All these demands, if made with a sincere heart and an earnest desire of success, will pass under my eyes, and always will I respond to them if I deem them expedient and suitable for the object set before you.

If your heart tells you that the manifold benefits you enjoy are worthy of all thanksgiving; if, to prove your gratitude in the most vivid manner, you, on the day dedicated to my service, abandon every other care, and devote yourselves wholly to the expression of your feelings towards me; that, in truth, will find favor in my eyes, and I will take care that the day so spent, far from being prejudicial to your welfare, shall prove of great utility, by the repose it will afford you, both in mind and body, which will afterwards be more capable of undertaking their wonted tasks. I will, too, that the animals which I have placed at your disposal shall, on this day, rest from their toils, and that the beasts of the fields and the plains shall not dread the pursuit of the hunter.

He who during his sojourn at Erdheim shall have yielded the most implicit obedience to my commands—who shall have done his duty with a contented and joyous spirit—who shall have maintained his inheritance in the most admirable order, and have most fully developed its resources—he shall obtain the richest of all rewards, for I will summon him to dwell with me in my glorious palace-city, where he shall enjoy for ever the title and privileges of a citizen of Himmelsburg.

But he who shall have refused to labor—the idle and negligent subject, who has done nothing but troubled his fellows in their useful works—he shall be sent to the galleys, or, according to the nature of his actions, shall be condemned for ever to toil in the mines in the bowels of the earth. From time to time I will dispatch my frigates to Erdheim, which shall carry away, sometimes from one point, and sometimes from another, but always unexpectedly, a number of its inhabitants, either for reward or punishment. Nevertheless, it shall not be permitted for any colonist to embark at his own pleasure upon these frigates, or to quit Erdheim without my express command; whosoever shall attempt it, he shall be severely punished.

As I have the most complete knowledge of all that transpires in the island, and as a marvellous mirror, placed in the centre of my palace, reflects with entire accuracy the conduct of every inhabitant, let no one hope to deceive me; all shall be judged according to their works.

The colonists of Erdheim were fully satisfied with the discourse of the great king; and seemed eager to set to work. The anchor was weighed, and all, full of joy and hope, sailed towards their destination. On the voyage, the passengers were attacked with a kind of sea-sickness peculiar to those regions—it was not attended, as in our climate, with painful and distressing convulsions; it was a profound slumber, a sort of lethargy or trance, whose effect was so to weaken the memory, that not a soul, upon arriving at Erdheim, could recollect his previous condition, or his relations to the great king, or aught that had belonged to him.

Happily, their lord had anticipated this event. A host of his royal servants presented themselves at the disembarkation of the colonists; each took possession of one of the latter, conducted him to a separate abode, and thenceforth applied himself to repeat every day to the colonists of whom he had taken charge all that the great king had said before his departure, wherewith each was well content.

After a short space of time allowed them to recover from the fatigues of their voyage, and when they had regained their energies, to each was shown the plot of ground set apart for his cultivation. He was supplied with the seeds of useful plants, and the young slips of trees producing good fruit, to graft upon the wild seedlings indigenous to the island, and was afterwards left at full liberty to act, and to use for his own profit all which had been entrusted to him.

But what happened? At the expiration of a limited period, most of the colonists, instead of following the instructions they had received for their guidance—instructions repeated daily by those good servants of the king who remained secretly attached to their persons—most of the colonists, I say, would obey only their own headstrong pleasure. One, instead of tilling his ground so as to obtain from it an abundant harvest, laid it out like an English garden, very fair and agreeable, but without product. Another, instead of the precious fruit-trees of which he had received young seedlings, cultivated the most miserable species, and yet had the audacity to give the names of orange, pear, or pine-apple, to the sour and

worthless fruit they yielded. A third, it is true, frequently sowed good grain; but as he had never taken the pains to distinguish the tare from the corn, he plucked up the latter before it came to maturity, and his harvest wholly consisted of weeds and darnels. Many let their ground remain fallow and uncultivated, because they had lost their seeds and plants, or spent in other pursuits the season suitable for sowing; these, through negligence or levity—those, through a cowardly idleness, which they made no attempt to conquer. Then, again, not a few had shown an inclination to understand the king's orders; while others sought, by all kinds of subtleties or pretences, to elude them, or corrupt their meaning.

Finally, the number of those who toiled courageously, and followed out with fidelity the instructions they had received, was very small. These brought their heritage into a prosperous condition; and, in addition to the pleasure they derived from being usefully employed during their time of exile, their hope of being hereafter admitted to Himmelsburg cheered and sustained them in their labors.

The misfortunes of the others originated in an unwillingness to believe what the great king had said to them through his messengers, and in the disrespect, partly due to light-mindedness, partly to indifference, in which they held his commandments. It was true that each head of a household possessed a copy of the sovereign's laws, but he seldom read it. Some said that these laws, made only for a past age, were wholly unsuited to the then condition of the country. Others professed to discover in them incomprehensible contradictions, while they were careful not to seek those explanations which the sages could have furnished of them. Accordingly, they declared that the laws were supposititious or falsified; and that they were justified in diverging from them as widely as they pleased. Some carried their rebellious and audacious spirit to such an extreme as to maintain that all belief in a sovereign ruler was a chimera; that, if the great king lived, he would sometimes reveal himself to his subjects. Others said: "Yes, the great king lives; but he is so great, so happy, so powerful, that he has no need of our services; and of what interest to him can be so poor and wretched a colony as this of ours?" Many were certain, above all things, that the magic mirror was a fable; that the great king had neither galleys nor subterranean mines; that he was too merciful to punish his subjects; and that all would eventually enter into the rest and bliss of Himmelsburg.

Owing to these various causes, the day of the week consecrated to the great king was observed with extreme negligence; and many colonists, from idleness or weariness, refrained from attending the general assembly. "We know by heart," they said, "our king's ordinances; what will it profit us to hear the same thing constantly repeated?"

A great number exempted themselves in a still worse manner, alleging as their excuse the work that occupied them at home; but nearly all were of opinion that the day of rest was intended only for amusement and pleasure, and that the best way of serving the great king was by enjoying his gifts in all their plentitude. The colonists who still celebrated his day according to its destination were limited in number; and even among them, too many were inattentive or absorbed, and few listened devoutly, or profited by the instructions addressed to them in the name of their royal master.

However, the great king, faithful to his plan, pursued his unchanging course. From time to time, frigates, bearing the names of various diseases, made their appearance on the shores of Erdheim. They were followed by a huge ship of the line, named the *Grave*, which bore the terrible flag of Admiral Death. This flag was embroidered with green and black; and the colonists, according to their mental state, regarded it as the symbol of Hope or of gloomy Despair.

The fleet always arrived unexpectedly, and its apparition gave no pleasure to the majority of the inhabitants of Erdheim. The admiral immediately sent in search of those whom he was ordered to bring away. Many of the colonists who least desired it were suddenly seized, and embarked in the sombre vessel; others who had long been preparing themselves for the voyage, and whose crops and estate were in admirable condition, likewise departed; but while these set out with resignation, blended with joy and hope, those with so bitter a reluctance, that it was necessary to employ force. All resistance, however, was vain; and as soon as the ship was loaded, she sailed away, and her admiral speedily re-entered the port of Himmelsburg. There the great king, who was always present, received the arrivals, and with strict justice meted out the rewards and punishments which had been promised to all, according to their

works. The excuses put forward by negligent colonists availed them nothing—they were dispatched to labor at the galleys and in the mines; while those whose conduct had conformed to the great king's laws during their sojourn in Erdheim, entered with him into the dazzling city of Himmelsburg, and enjoyed all the bliss allotted to its fortunate inhabitants.

I have finished my allegory; my dear boys, may you comprehend its meaning, and each of you apply to himself its moral.

The boys, who had listened attentively, began to make their reflections on what they had heard.

"It must be admitted," said one, "that if the goodness of the king was great, the ingratitude of the colonists was not less so."

"And at the same time," remarked another, "they were guilty of extreme folly. How was it they never reflected that their misconduct could only tend to their own ruin, while, with but little difficulty, they might secure a brilliant and fortunate lot?"

"For my part," said the little one, "I should have longed to see that beautiful city of light, and those noble warriors, clothed in armor of gold, and brandishing flaming swords! It must be very glorious!"

"Well, my dear child," I answered; "you will see it one day, if you continue wise and good. You should sometimes remember those cultivators who would fain have passed off their wild fruits as a sweet and wholesome growth; such are the people proud of the natural virtues belonging to their constitution—virtues easy of exercise, as, for example, strength, courage, agility, yet which they proudly rank above the more essential qualities to be obtained only at the cost of hard labor and great patience. You should think of the cultivators of English gardens, and of beautiful but fruitless trees; they represent the minds which wholly abandon themselves to the study of sciences unprofitable for the general weal, and look with pity upon an active life and upon the improvement of society; which concern themselves only with life's enjoyments, and accomplish nothing of utility. I would have you remember also that those who leave their heritage uncultivated, or who do not learn to distinguish tares from wheat, will reap none but barren crops: such are the rash, the neglectful, who show themselves neither willing to study nor reflect, nor to apply themselves to discern good from evil, to practice the one and avoid the other; who throw to the winds all instruction, forget it in the course of a day, and thrust aside the good feelings to make room for the bad. But let all of us take for our exemplars the industrious husbandmen; at whatever cost, let us cultivate our souls; *that* is the inheritance which God has allotted to each one of us; let us nourish in it the celestial seeds of goodness, justice, moderation, whose fruits are virtuous actions, so that when, sooner or later, the end shall overtake us, we may finally embark on board the black ship of the admiral Death without fear or distrust; and when arrived before the throne of our Sovereign Master, we may hear his gracious voice addressing to us the consolatory words, 'Well done, ye good and faithful servants: ye have been faithful over a few things, I will make ye rulers over many things: enter ye into the joy of your Lord'"

Afterwards we sang some verses of the 119th Psalm, and my boys, who knew them by heart, blending with ours their young pure voices, we terminated the religious solemnity by which we had sought to celebrate as best we could the blessed Sabbath.

EDUCATIONAL EXPERIMENTS.

WITHIN a few years the complaint has been heard that the present system of public instruction in this country is defective and ill-proportioned, in that it aims simply to develop the child's intellect at the expense of all his other faculties and traits. The general course of study, it is urged, fails to meet the common want. What the children of the common schools, and especially the children of the poor, need, is some training that shall fit them for their work in life. Few of them are destined to complete the entire school course, while only an insignificant number will ever go to college. As a matter of fact, of the 20,000 children who enter the New York schools in any one year, only 50 per cent. get as much as a three years' education, and but 25 per cent. of these persevere during the four remaining years of the grammar school course.

Notwithstanding these facts, it seems to be taken for granted in laying out the curriculum, that every child who enters the lowest primary grade is going through to the end. The studies of the primary school are introductory to those of the grammar school, and those in turn to the college. The whole comprehends a scheme of education, admirably fitted, it is true, to make scholars of the 2,500 who pursue it to the end, but ill-adapted for the practical needs of the 17,500

who must go early to work. Before very long the complaint of this defect will be so loudly heard that the school boards cannot be indifferent to it, especially as private enterprise is showing them one way at least in which the defect may be remedied.

The industrial school established some years since by Mr. Charles G. Leland, of Philadelphia, affords a signal illustration of what might be done on a larger scale in connection with the common schools. Mr. Leland, it is well known, gives a number of children, selected from the public schools of that city, two or three hours' instruction every week in designing, painting, modeling, wood carving, and embroidery. The time given, to be sure, is not considerable, but the interest taken by the children enables them to accomplish much in a little while. So great is their application, indeed, and so quick their intelligence, that after twenty lessons, Mr. Leland represents, he can easily find places for them in a great variety of manufactories. The theory on which the school is conducted he states as follows:

"It does not merely consist of certain definite branches, such as modeling or carving according to patterns; it is the learning how to design the patterns, and then working them out in any material, such as wood, clay, brass, embroidery stuffs, or stencils. There are fifty or a hundred such minor arts, and anybody who can draw or design can, with very little practice, in a few days execute them fairly in any substance which will retain impressions. It is a remarkable law of nature, or of humanity, that all the minor arts, or such branches of industry as are allied to ornament, are very easy, and can generally be so far mastered in a day by anybody who can draw as to enable the pupil to produce a perfectly encouraging result. But industrial art, to be taught in schools, need not and should not be limited to ornamental work. This is to be at first followed, simply because it is the only work easy enough for children and girls. Carpenter's work, or joinery, in its rudiments, or in fact, any branch of practical industry, may be taken up as soon as the pupil is fitted for it."

The value of Mr. Leland's system is attested by one of the most distinguished authorities on education in Germany, Professor Carl Werner, who has just published in a Vienna paper an article showing its superiority to any at present known in Europe. Professor Werner declares that, simple as it seems, Germany has as yet ignored the main principle of the American system; that all the minor arts, and with them most of the major, are simply nothing but applied design, and that this may be easily taught, as Mr. Leland has practically shown, to all children of from twelve to fourteen years of age.

Mr. Leland, however, proposes going farther than he has done. If reports be true, he has now in hand a work in which he will set forth the possibility of practically preparing boys for agricultural callings, girls for house-keeping, cooking, and the like, and, in short, of laying the groundwork for all industry, even in childhood.

Another experiment in the same line, even more interesting than Mr. Leland's, because undertaken in direct connection with the public school system, is that of Mr. Camp, principal of the Dwight school, New Haven. This has been in operation only a few months; it is supported at Mr. Camp's personal expense, and without adequate accommodations in the school building. For lack of room only twenty-four boys can be admitted to the workshop, and these only in classes of twelve each, working on alternate days. The candidates are selected from the higher grades, according to merit, that being determined by the monthly average of their marks for lessons, attendance and deportment. Thus the two or three boys who stand highest in their class in any month are permitted to enter the work-shop and remain there so long as their marks entitle them to the preference. Usually, however, the marks shift so that nearly all the boys in the class have an opportunity during the year to learn the use of the jack-plane and the saw. This is not an ideal system, since, on the one hand, it scarcely allows the boys to become proficient with their tools, while on the other, it seems to discriminate against those who might make good mechanics, though they have not mental facility enough to get to the head of the class. Nevertheless, with the limited resources of the school, it is the best that can be done; and I am assured by Mr. Camp that the prospect of admission to the work-shop acts as an incentive to the boys who are intellectually dull. Moreover, the rule is not so inelastic but that it may be stretched in case of a promising mechanician. On the occasion of my visit, though I did not see the industrial class at work, the members of it were pointed out to me in their several rooms; and I could not discover—from their physiognomy at least—that any partiality was shown towards them, or injustice to the rest.

Now it will have been seen that the plan on which the Dwight experiment is conduc-

ted differs radically from Mr. Leland's. It makes no account of design; deals only with the useful and material arts, as distinguished from the decorative and æsthetic; and aims to make the boy an artisan more than an artist, one who works with his hands rather than his brains. Nevertheless, the two enterprises are not antagonistic. The one, indeed, is the complement to the other; the completely furnished industrial school will embody both the artist and the artisan idea. Mr. Leland himself regards his system as preliminary to the work-shop, and as especially designed for those who as yet are too young to handle the heavy implements of the carpenter. As yet both Mr. Leland and Mr. Camp are working under the limitations from uneducated public sentiment. It is to be hoped that their success may so commend itself to the school boards of their respective cities, that in two communities at least the public may be found doing something for the industrial training of its children.

New York Observer.

TWO TEACHERS.

ESSENTIAL DIFFERENCE IN THEIR QUALITY.

A FEW days ago we visited a school taught by a young lady who openly acknowledged that she hated teaching and taught simply for the almighty dollar. And yet she boasted that she could teach as good a district school as any Normal graduate; and that her pupils progressed as rapidly in their studies as the pupils of professional teachers. We entered the school-room just as the pupils were coming in from recess; and were kindly received by the young lady in charge. Ten minutes were consumed in quieting the pupils, and during that time we took a general inventory of the room and its occupants. It was naturally a pleasant room, well lighted, neatly plastered, good furniture; and, had the walls been hung with a few pictures to break the monotony of the scene, it would have been as pretty a country school house as is often seen. But the only attempt at decoration was one solitary, ragged multiplication chart, which had evidently been handed down as an heirloom from preceding generations. In one corner a long bench was piled with a promiscuous mass of hats, caps, overcoats, mittens and dinner pails; and sticks of wood, pieces of bark, and a few crusts of bread, were scattered around the stove. We were curious to see what intellectual development could take place under such circumstances; so we took out our note-book and noted, or rather took a synopsis of the proceedings.

The first class called was "A class in geography," consisting of two boys and three girls. A few questions were asked and answered in the usual way and, though our hearing is generally considered to be acute, we failed to comprehend the answers given. The teacher was evidently troubled in the same way, for she suddenly jumped to her feet and exclaimed: "We want this noise stopped instanter! I'll not hear another lesson till this room is quiet." Comparative quiet reigned; and we were able to grasp a few ideas. "James, what is the rain fall of a country?" "Rain that falls." "Johnny, if you don't get your book and make less noise, I'll——Johnny, do you hear what I am saying?" "No, mom." "Get your book." During this colloquy the geography class were variously occupied; one of the girls was studying her spelling lesson, and the two boys were seeing how many times they could sit down on the floor without being detected, and the other two were quietly enjoying the fun. "Eddie, describe the effect of high mountains on ocean winds." "Cools 'em off." (No comment by teacher.) "James, what two principal causes modify the climate of western Europe?" "Scholars, there is too much noise in the room; don't let me see another whisper to-night." Eddie had not yet disposed of the climate of western Europe, but had been engaged in something of vastly more importance to him; and by the skillful manipulation of "Pick or Po" had added several pins to his stock in trade. The teacher took it for granted that the question had been answered, and continued the lesson. But, if we should continue the contents of our note-book, it might be recognized, so we'll let this suffice.

But the same farce continued through every recitation. No stated time was given to any class; not a word of explanation was offered; not a kind word spoken during that afternoon. The teacher hated teaching; the pupils hated to go to school; and when there, teacher and pupils worked against each other. One little fellow who was trying hard to study amid the hubbub, came to a hard word and the little hand went up for help; but "no questions now" dampened his ardor, and the hand reluctantly came down. The little fellow twisted uneasily in his seat, and with a disappointed look closed the book and commenced mark-

ing on his slate. Inside of three minutes he was ordered to "put up that pencil and study his lesson."

"Intellectual child murder" as *The Moderator* said a few weeks ago, was being committed daily, and those bright young intellects were being dwarfed and stultified and all their finer sensibilities being deadened by a conceited teacher who was no more fit to instruct the dawning intelligence of a child than you or I to build a suspension bridge. And yet I imagine this is not a solitary case. God grant the day may not be distant when teachers cannot enter the school-room without special training for their work.

In contrast to the above is a little experience in southern Wisconsin a few years ago. We were riding along the road about ten o'clock, and came suddenly on a little frame school house nestled in a small grove. It was not very prepossessing in appearance, and we concluded to see how it looked on the inside. A rap at the door called the ruler of the little place into view. We apologized for the intrusion; explained that we once belonged to the pedagogic ranks, and asked permission to enter. We were cordially welcomed and made to feel at home at once. We heard only two recitations; but they did not interest us as much as numerous other things. On the desk we noticed "Swett's Methods of Teaching" and a copy of the "New England Journal of Education." The walls, though dingy, were decorated with advertising cards tastefully arranged, and a couple of lithographs of the Buckeye mowers and reapers. Over the teacher's desk hung "Wide Awake" and "Fast Asleep," two handsome chromos given, I believe, to subscribers to the *Christian at Work*. On a stand in the corner was a copy of "Zigzag Journeys in Foreign Lands" and two copies of *The Youth's Companion*. Before we left we were asked to read a chapter of "Trapping for Barnum" from its pages. We gladly complied, and it was a pleasure to read to those bright, attentive listeners. The teacher told us she was in the habit of reading to them every day, and often used *The Companion* as a text-book for her advanced class in reading.

The picture of that school room, and that gentle girl leading those young minds in wisdom's ways, will ever linger a pleasant memory in our mind. We love to think of it, and a prayer goes up from our hearts for God to bless that teacher and those pupils, wherever their lot on earth may be cast. She loved her pupils and her work. Her pupils loved her and their work. They were a happy, loving family. On her register we found only three cases of tardiness, and not a pupil had been absent, unless detained by sickness, during a three months' term.

Michigan Moderator.

STORY FOR BOYS AND GIRLS.

BY LOUISA M. ALCOTT.

SITTING in a station the other day, I had a little sermon preached in the way I like; and I will report it for your benefit, because it taught one of the lessons which we all should learn, and taught it in such a natural, simple way that no one could forget it.

It was a bleak, snowy day, the train was late, the ladies' room was dark and smoky, and the dozen women, old and young, who sat waiting impatiently, all looked cross, low-spirited or stupid. I felt all three; and thought, as I looked around, that my fellow-beings were a very unamiable, uninteresting set. Just then a forlorn old woman, shaking with palsy, came in with a basket of wares and went about mutely offering them to the sitters. Nobody bought anything, and the poor old soul stood blinking at the door a minute, as if reluctant to go out into the bitter storm again. She turned presently, and poked about the room, as if trying to find something; and then a pale lady in black, who lay as if asleep on a sofa, opened her eyes, and saw the old woman, and instantly asked, in a kind tone, if she had lost anything.

"No, dear; I am looking for the heater to warm before I go out again. My eyes is poor, and I do not seem to find the furnace nowheres."

"Here it is," and the lady led her to the steam radiator, placed a chair and showed her how to warm her feet.

"Well, now, ain't that nice!" said the old woman, spreading her ragged mittens to dry. "Thankee, dear, this is proper comfortable, ain't it? I'm almost frozen today, being lame and wimbly, and not selling much makes me down-hearted."

The lady smiled, went to the counter, bought a cup of tea and some sort of food, carried it herself to the old woman, and said, as respectfully and kindly as if the poor woman had been dressed in silk and fur: "Won't you have a cup of tea? It's very comfortable a day like this."

"Sakes alive! do they give tea at this depot?" cried the old lady, in a tone of in-

nocent surprise that made a smile go round the room, touching the gloomiest face like a streak of sunshine. "Well, now, this is jest lovely," added the old lady, sipping away with a relish. "This does warm the cockles of my heart."

While she refreshed herself, telling her story meanwhile, the lady looked over the poor little wares in the basket, bought soap and pins, shoe strings and tape, and cheered the old soul by paying well for them.

As I watched her doing this I thought what a sweet face she had, though I had considered her rather plain before. I felt dreadfully ashamed of myself that I had grimly shaken my head when the basket was offered to me, and as I saw the look of interest, sympathy and kindness come into the dismal faces all around me, I did wish that I was the magician to call it out. It was only a kind word and a friendly act, but somehow it brightened that dingy room wonderfully. It changed the faces of a dozen women, and I think it touched a dozen hearts, for I saw many eyes follow the plain, pale lady, with sudden respect; and when the old woman got up to go, several persons beckoned to her and bought something, as if they wanted to repair first negligence.

STUDY OF THE CLASSICS.

THE testimony of Lord Chief Justice Coleridge, in favor of classical study, may be set over against the onslaught recently made by Charles Francis Adams. Just before setting sail for home the Lord Chief Justice visited Yale College. In response to President Porter's address of welcome, and in the presence of a thousand students, he expressed his appreciation of the classics in the following strong and unmistakable language:

"Perhaps it would be wiser if I were simply to content myself with wishing you 'God-speed,' and hoping that the prosperity which this university deserves might never desert it, and stop my observations. But there is a word which I would like to say, elicited by the remarks which your principal has made here. I did not require to learn from him, because we know it in England, that in Yale more than in any other place in America the old curriculum is maintained, the old standards are referred to, the old classical cultivation is insisted upon and defended. I learned to-day for the first time that a very distinguished man in another part of the United States has committed himself to an attack upon that curriculum, and has rather suggested that it has interfered with possible success in professional life.

"Now, without any desire or purpose of entering into a controversy, but merely to repeat here what, without the smallest idea of controversy, I have said in public over and over again in my own country, I venture to say to you as a lawyer with some practice, as a judge of some position, and as a public man of some experience, that which I have said there. I have done many foolish things in my life, and wasted many hours of precious time; but one thing I have done which I would do over again, and the hours I spent at it are the hours which I have spent most profitably, and the knowledge thus gained I have found the most useful, and practically useful. From the time I left Oxford I have made it a religion, as far as I could, never to let a day pass without reading some Latin and Greek; and I can tell you that so far as my course may be deemed a successful one, I deliberately assert, maintain, and believe that what little success has been granted to me in life has been materially aided by the constant study of the classics, which it has been my delight and privilege all my life to persevere in. This is not said for the sake of controversy; still less is it said to an audience of American University young men for the purpose of appearing eccentric; but it is said because I believe it to be true, and I will tell you why. Statement, thought, arrangement, however men may struggle against them, have an influence upon them; and public men, however they may dislike it, are forced to admit that, conditions being equal, the man who can state anything best, who can pursue an argument most closely, who can give the richest and most felicitous illustrations, and who can command some kind of beauty of diction, will have the advantage over his contemporaries. And if, at the bar or in the Senate, anything has been done which has been conspicuously better than the work of other men, it has, in almost every case, been the result of high education.

"I say high education, not necessarily classical, because every man cannot have that. The greatest orator of my country at this moment, as he himself has often said, has "only a smack of it." But he takes no credit to himself for that. On the contrary, he declares it like a man and honestly, and he has striven to make up for what he has

lost, and what he cannot learn because he is so advanced in years, by doing the next best thing—studying the English classics—studying the best, the highest and finest writers in the English language. And so it is in my judgment in almost every case that I can think of. The man who has influenced his contemporaries the most is, generally speaking, the man of highest education; and I do not hesitate to say that the highest education, if you can get it, is the education to be found in those magnificent writers, who as writers, as masters of style, as conveyers of thought, have never been equaled in the world.

"I have put my defence of the studies, which I understand you to prosecute, upon a low practical ground, but I do not wish it to be supposed that I defend it upon a low practical ground alone. I take your opponents upon the ground which they themselves assume, because in argument it is necessary to find some certain point upon which you and your adversary are agreed, and reason with him upon that point. I desire to put it upon higher ground still and away from controversy. I say that God has given us hearts, minds, and intellects, as well as bodies, and that it is just as much our duty to cultivate and do the best we can with the minds that he has given us, as it is our duty to do the best we can with the bodies He has given us. It is our duty then, if we can, to commune with the greatest thoughts of the greatest men in all times; and he will be the best man at the end of his life who has made himself most familiar with the thoughts of the greatest men of Greece and Rome, who both in thought and in language have been unparalleled in the world.

"Let me conclude with an authority far greater than mine. I do not pretend to an intimacy with Mr. Tennyson, but I know Mr. Tennyson, and it has been my privilege to pass evenings in his company. I remember one evening passed almost alone in his company. We were talking of a contemporary writer, of whom he was speaking in the highest terms. He said (I do not remember his exact words): "I do not think he will produce as much effect as he ought to, because he is so rough, uncultivated, and imperfect a writer. Great as he is, I cannot fancy that two hundred years hence anybody will bend over his books and endeavor to find out the meaning of each tense and the particular force of each participle, as we are only too happy to do over the works of Virgil."

THE PENNSYLVANIA INSTITUTE.

AS SEEN BY A SOJOURNER.

BY JOHN OGDEN.

THIS is not only a prominent feature in the workings of the school system of this State, but a grand one, and, as generally managed, a great success. Having been associated, heretofore, with institute work, in some half dozen states in the union; and, for the last few months, with this work in Pennsylvania, I want to give my impressions of it as far as I have been able to study it, as here carried on.

THE TOWNSHIP SYSTEM

of local management prevails here: that is, six directors manage all the schools of a township. This gives from 150 to 200, 300 or more directors, for all the townships and boroughs in the country. Their official duties are: 1st. To locate and furnish all school buildings in their respective townships; 2. To purchase all books and apparatus for same—though, I believe, this practice is not strictly adhered to by all Boards; 3. To employ all teachers duly licensed to teach; and 4. To have general management of all the schools in their respective townships.

COUNTY SUPERVISION

is also an important feature in the school system of Pennsylvania. Some of the duties of these officers are as follows; 1. To examine all teachers not holding permanent certificates, and to grant certificates of qualifications to such as pass the required tests; 2. To visit all schools in their respective counties; 3. To organize and manage the county institute, that is, to provide a place of meeting, and to notify teachers of the time and place of meeting; 4. To employ instructors and lecturers for the institute; and 5. To preside at the annual meeting of said institute. These are one week in duration, usually in the fall or winter months, near the time of opening the winter schools, many being held even after the schools have been opened.

Teachers are not only expected to attend these meetings regularly and punctually, but, by special provisions of the law, the week of such attendance is credited on the term of school, for which the teacher receives pay at rates the same as stipulated in the contract to teach. This brings out a full attendance, not infrequently the en-

tire corps of teachers in a county. This provision is both liberal and wise.

THE FINANCES

are secured from three principal sources, as follows: 1. A sum, which may amount to $200 is granted annually from the County treasury; 2. Each teacher enrolled pays from 50 cents to $1.00, which entitles him to all the privileges of instruction, and admits him to all lectures and evening entertainments; and 3. The proceeds of the evening lectures and entertainments are devoted to defraying the expences of the institute. These three sources sometimes yield more than $1000 income for the week.

CERTAIN ADVANTAGES

arising from this plan of institute work are as follows: 1. The township system of local management of the schools not only does away with an army of irresponsible directors of subdistricts, and of the unnecessary and ruinous subdivison of the school territory necessary for a good school district, together with innumerable contentions about local matters, since the school houses and the schools are provided for by an impartial board, whose tendency to err in any of these directions is kept in check by a wise diffusion of power into every part of the township alike; but it links all the townships into a system, whose head is the County Superintendent, elected by these directors, who are virtual members of the county institute, having one day or a part thereof set aside for their special benefit, at its regular sessions.

THE COUNTY SUPERINTENDENT

is clothed with a good deal of power, which is also held in check by responsibilities to the higher departments of power. So far as I have been able to judge, this officer is not only popular among the teachers and directors, but efficient in the discharge of the duties assigned him by the law. These duties are such as to make his influence very great. The result is that the schools in the rural districts are in many localities brought to a high degree of efficiency; just as schools in larger towns and cities have been brought to their present degree of excellence. And why should they not? There seems no valid reason why the county schools should be one whit behind the city schools. The material of which they are composed is just as good; in many cases, it may be, even better. If therefore the advantages in point of school-houses, and teachers, and *supervision* are the same or equal, the results should approximate equality.

Another benefit arising from an efficient system of county supervision is that

A COURSE OF STUDY

for all the schools in the county can be planned by the Superintendent, which under favorable circumstances, may be adopted by all the schools under his jurisdiction. No one can fail to see the immense advantage arising from this measure, since it places all the schools practically on the same basis of classification, from which all may rise to the same level of improvement; making transfers not only possible without detriment to the pupil, but even advantageous both to the pupil and to the system generally, since it gives the latter such unity and consistency as is unattainable in any other way. We had recently the pleasure of examining the Butler County Course, planned by the County Supt., J. H. Murtland, to whose wise and energetic management much of the efficiency of the schools in that county must be attributed.

EVENING LECTURES AND ENTERTAINMENTS

are among the most attractive features of the Pennsylvania Institute. These are furnished through the County Superintendent, by the employment of some of the ablest platform lecturers, and of the most popular dramatic talent. These not only add materially to the finances, sometimes netting a sum equal to and even exceeding that from all other sources; but they are of immense advantage to teachers, parents and citizens generally, in that they awaken and cultivate a taste for that which is refining and elevating.

COUNTER CRITICISMS.

But while we concede a very high place to the county institute in Pennsylvania, it is, nevertheless, not free from many of the neglects and abuses common to this work in other States. One of these is the lack of a systematic *course of study and practice* for all the teachers in the county. This certainly lies within their reach, blessed as they are with such efficient supervision. This should include a course in pedagogical reading, together with such practice as could be improvised in the county institute. Teaching, like any other high art, is best learned by *practice*. The young teacher soon forgets what is told him about this art: practice would seal it fast. "We learn to do by doing;" and teaching is a species of doing. That we learn to teach by teaching is as true as that we learn to write by writing, or to talk by talking. And again, teaching has its literature, its principles, its body of

professional doctrine, all of which must be studied and learned by the professional aspirant, before great proficiency can be attained.

These things can be provided for, in the ordinary institute, without detracting from its interest, but on the contrary they will add greatly thereto. Teachers get tired of so much lecturing and theorizing. They want something to do—something they have not done or heard a hundred times before.

These things can be provided for in the institute in the following manner; 1. By assigning a course of reading, including books and periodicals,—good ones—these to be reported upon, at stated intervals, which might be the township or other meetings agreed upon, reserving the general report for the annual meeting; 2. By class drills, each member taking part, under the direction of the leader.

This would remove, in time, a third abuse, namely; the consumption of too much of the time of the institute, in talking and theorizing on teaching. Correct or sound theory is necessary; but it should be accompanied by a corresponding practice, illustrative of the theory or principle involved.

This again would correct a fourth abuse, namely too many instructors. No institute should be incumbered with more than two, or at most three of these, who should be masters of their business, and able to direct the entire teaching force and talent of the institute, i. e., the entire body of teachers, assembled for institute instruction. This would give ample time for each instructor to develop both his theory of instruction, and the teaching talent of the class, neither of which can be done where the exercises are varied every 20 or 30 minutes, and divided up among five or six instructors from abroad, to say nothing of home talent.

Again: There is great difficulty in getting teachers to study the Science of Education in such a way as to develop their own methods from it. Most teachers are doing business on borrowed capital, that is to say, borrowed methods—and it seldom yields a paying revenue. These borrowed methods sometimes resemble flowers cut and prepared at the conservatory, or green-house. They serve but a temporary purpose. They soon fade and lose their freshness and sweetness. But genuine methods, those developed from a deep and earnest research into the child-life, and the philosphy of learning and growing, resemble the garden and the genuine living flowers. They are continually increasing in beauty, strength and fragrance. New stems and branches and buds are continually putting forth, and the growth is perennial.

If teachers could be convinced that this study is to them of more importance than the routine work of their grammars, and geographies, and arithmetics, a new era would soon dawn upon the school-room. But some teachers come to the institute with their minds made up on methods, or *traditions* rather; and it is very difficult to induce them to depart from their long-established practices. They come to be confirmed in their beliefs, rather than converted from their errors. Hence, when anything new is presented, if it does not accord with their preconceived notions of a teacher of this class, he is too ready, at once to cry out "*Impractical!*" and in his narrow self-conceit to condemn promptly the thing he does not understand—it may be, is incapable of understanding. Not a few teachers like to be taught something they already know, or think they know.

But when it comes to putting their minds down upon some rigid course of thinking, they are disposed to "fly the track," so to speak. Man is naturally a lazy animal; hence he is too willing to take things on faith, without paying the royal price for them in toil and sacrifice. He will take them if they are cheap, or refuse to take them at their value. This indicates shallowness of mind and a self-complacency in ignorance than which nothing is more fatal to true progress. It will require a half century to rid us of the traditions that have fastened upon us; and to convince ourselves of the necessity of commencing to study our profession from its very beginnings in its bearings upon the child, and upon society, that is made up of the child elements expanded into power, either for good or evil.

There is no other profession that needs such careful preparation, demanding as it does thorough and profound research into the laws of childhood, and its onward growth into manhood and womanhood; nor is there any whose members taken as a whole, devote so little time to this kind of study and research. Outside the study of the branches to be taught, and these are not studied too much, but little preparation is ever made. But the "*How to teach*" requires a thousand times more thought, and thorough preparation, than the mere "*What to teach.*" And yet a large proportion of our teachers have probably never devoted an hour to the study of the child, as a means of developing true methods of instruction.

Most of them teach as they were taught; or, at best, have only picked up random methods by the way-side, at some institute, or by accident; these they have adopted, as a kind of make-shift, or easy way of dispensing with labor or thought. How greatly the minds of children—and their bodies too—have been abused by this class of teachers, it seems not within the power of tongue to tell or pen to describe.

A PENNSYLVANIA TEACHER IN SOUTH AMERICA.

MR. EDITOR: About three years ago a Spanish gentleman from Panama, South America, spent, either for the purpose of business or of pleasure, a few days in a town in the interior of Pennsylvania. Curiosity or interest led him to the High school, which was one of the few institutions of the kind in the State in charge of a lady principal. The gentleman listened to the exercises, and admired the methods of teaching and the discipline of the school. He was wealthy, and had daughters he wished to educate. Some of his friends also had daughters. The design was conceived of opening a school for young ladies at Panama, and having it conducted on the North American plan and by North American methods. The result was the capture of one of the best and most devoted teachers in Pennsylvania, and her transportation to Panama.

Miss Mary McCord, for it is she of whom I speak, was for a good many years a teacher in the public schools of Lewistown. She won her way by solid merit from a teachership in a primary department to the head of the High school; meantime securing the highest grade of certificate from the County Superintendent, and a diploma from the State Board of Normal School Examiners. Many will recollect her as one of the earliest and most faithful members of the State Teachers' Association. It was the superior character of her teaching that attracted the attention of her foreign visitor, and led to the invitation to go with him to Panama and open a school. The conditions were that the instruction should be given in English, and according to Lewistown High school methods. Thus the *Esperanza College*, Panama, was founded.

Miss McCord had at first but a small number of pupils, and did the greater part of the teaching herself. She has now two assistants in the English department and one in the Spanish. The school is quite large, and is constantly increasing in influence and patronage. The priests at first opposed the institution strongly, and made great efforts to keep pupils away from it, but even their prejudices have been in great measure overcome by the judicious management of the excellent principal. To such an extent has Miss McCord won the confidence of the patrons of her school that several young ladies from the best families in Panama accompanied her on her visit to Pennsylvania last summer.

The occasion of these remarks is a paper dated December 27th, just received from Panama, giving an interesting account of a Christmas entertainment at the Esperanza College. The entertainment consisted of vocal and instrumental music, plays and tableaux. The paper pronounces it a great success. It says: "At an early hour the hall was crowded to overflowing by the best people of the city, many being unable to gain even standing room. The garden and grounds of the college were brilliantly illuminated with Chinese lanterns, which gave quite an Oriental appearance to the scene, while the floral decorations of the hall were elaborate and beautiful." It adds: "It would be quite impossible to over-estimate the importance of this institution as an educational agency upon the present and the future of Panama society. Its elevating and refining influence is already apparent, and will continue to increase with each succeeding year."

J. P. W.

GRADUATION IN COUNTRY SCHOOLS.

BY N. O. WILHELM.

IN 1874, County Superintendent A. L. Wade, of Morgantown, W. Va., found something to be wanting in the schools under his charge. To remedy evils, and to further the interest taken in educational matters, he instituted the system of graduation for country schools. In this system the common branches established by law are taken as a course of study, and all the plans and appliances of higher schools—the annual examination of graduating classes, granting diplomas, alumni associations, and publishing catalogues—are applied to the country schools. This is simply applying an old plan to a new purpose.

In the history of graduation, it was at first thought only university graduates should

receive diplomas; but it was found to work so well that colleges, academies and high schools in turn commenced to graduate those who finished a fixed course of study. Now, at last, the old and tried plan is applied to country schools, and will be found, even as it has proved, a success. The plan has been tested in West Virginia, New Jersey, Maine, Illinois, Wisconsin, and in fifteen counties of Pennsylvania. It lifts the school system to a higher and healthier ground.

Although this system is but ten years old, yet it has been recommended by State and County officers where its work has been tested; it has been favorably reviewed by the leading educational journals of the land; it has been heartily endorsed by the pioneer thinkers in the common-school cause: and a resolution of the National Educational Association calls the attention of the State Superintendents throughout the United States to the propriety of its adoption. The common schools are the pride of these latter days, but who will claim that they are perfect? This system secures a uniformity of grade. Many teachers have no distinct idea of how a school should be graded, and those who have, adopt ideas of their own, which differ materially. All pupils do not generally take up all the studies of their grade, but make for themselves an elective course, leave school after receiving a little knowledge, and having had scarcely any development, knowing nothing of many things conducive to their welfare. They leave, too, with a notion that they know about all that is worth knowing in this world, and with a positive hatred of study. Very many are deficient in thought-power and ill-balanced in character. On the other hand, a system with an object in view, one based on a course of study that will enlist the aid and sympathy of every intelligent man and woman not unfriendly to the common schools, must tend towards removing these defects and give to graduates some love of learning.

We certainly need some well-planned system which will be to the educational work of our country what the mowing-machine is to the farm, the sewing-machine to the family, the power-loom to the factory, the locomotive to travel, and the magnetic telegraph to the transmission of news; and the nearest approach to this which has yet been made, is the movement to introduce into all the States of the Union the graduating system for country schools. This, coupled with natural methods of instruction, and aided by modern school apparatus, would put educational appliances as far ahead of the "a-b ab" system as the railway is ahead of the forest foot-path.

The time in which each advanced pupil agrees to complete the course is announced. Public examinations of graduating classes are held annually at points agreed upon in each county or township, and diplomas, showing what has been studied, are granted to those who satisfactorily complete the course of study. An alumni association, holding annual meetings for the mutual improvement of those who have been graduated, is organized in every township.

Each year a catalogue is issued, which affords a means of comparing intelligently the work of the different schools of the county. Not being able to do this now, many in some places think one teacher is as good as another, and employ him whom they can get cheapest. They do not employ a cheap lawyer, but one who wins cases; nor do they seek a cheap quack doctor, but one who cures patients; then why, in the name of common sense and humanity, employ a cheap builder of character and intelligence? The names of the graduates and under-graduates are published in this catalogue, the graduating system taking fair advantage of the fact that "people like to see their names in print"—but more especially in the way of honorable distinction.

Suppose curly-headed, blue-eyed John should be told that as soon as he learns a little more his name will appear in a book—the catalogue. As the little fellow points into the book where his name will appear, he tells his mother of the work he is about to undertake, and how that, after a while, he will be with the graduates, and say a speech and receive a diploma. Is the ambition less in the child than in the man? Is there an intelligent mother who would not sympathize with a plan which gives her little son such ambition to learn and to excel, and which makes him so happy? Will the father feel no interest in the fact that his neighbors know how his son is progressing? It will need little argument to convince both mother and father that the system is good. The boy being encouraged will take his own education into hand, and the teacher will not be annoyed by his idleness. Nor will the interested parents allow their son to be without desirable books.

We come now to that point in the pupil's school life when he is so far advanced that he may with propriety agree to complete in a given time the common school course of study. In our common schools we want no iron-bound system which will destroy the

pupil's individuality. His energy of will and his faith in his own ability, are elements of power in our educational work, which we should not attempt to subdue, much less to destroy. An intelligent pupil who believes that he can accomplish a course of study in a given time can usually accomplish it. The truth, "All things are possible to him that believeth," is as applicable in mental undertakings as in spiritual. "A child can learn infinitely faster when interested than when indifferent."

In order, however, to secure a high degree of interest, the pupil must have an object toward which he is moving, and he must believe that he can attain said object. There is little danger from overwork, if the pupil is interested, has a variety of studies, and plenty of pure air and exercise. We seldom become tired when interested. The evenings in which there is nothing to interest us pass wearily by. The seven years which Jacob served Laban for Rachel, the Bible tells us, "seemed unto him but a few days." Imagine a seven years' servitude without an object! And yet how many pupils there are who spend their time without an aim, and look upon school life as a tiresome drudgery. The graduating system aims, by incentives, to render the school period as pleasurable to pupils as were the years to Jacob when he served for Rachel.

When a pupil ten or twelve years old agrees, after due consideration, to complete a course of study in a given time, he feels as if his education were thenceforth his own work. He then estimates the length of time to be given to study, and the amount of work to be done; then he enquires of his friends and acquaintances how his fellow-workers are getting along. It needs no effort on the part of parents to induce that boy or girl to work. Nor does the teacher require marked ability to govern such wide-awake, energetic pupils.

Time passes on, and at length the period for the examination arrives. The pupils have gone over the work thoroughly and reviewed it. Now each has the feeling, "If those of my acquaintances can pass, *I* can pass."

All the pupils of the township who expect to graduate have assembled at the central school house, or at a church. The directors, the county superintendent, teachers, and friends, are there. The county superintendent, by easy questions, gives the pupils some confidence in themselves. The examination progresses until all properly qualified pupils have got through. All make mistakes, and who could expect perfection? Then the examining committee goes to work and settles the point, whether all can pass and receive diplomas. Some are surely better than others. This matter is settled by grading the diplomas from one to ten. After a time the diplomas are signed by the teacher of each pupil, who certifies that the pupil has accomplished the necessary course of study named on the diploma. The diplomas are signed by the president of the board of School Directors, and by the County Superintendent.

When evening comes all assemble to hear a speech, after which the diplomas are given. The advice to the graduates before receiving the diplomas, is: "You now know some of your weak points. Go back to school and fortify yourselves in these. Study not only the branches in which you are weak, but enlarge the boundaries of your knowledge." Then follows the advice that they should so prepare themselves for future work that they may become better mechanics, farmers, housekeepers and cooks than they would otherwise have been.

A post-graduate reading course may be established. Our young people are so anxious to measure their knowledge after having passed through the common schools, that they are continually entering teachers' examinations without having the slightest idea of ever teaching. This system gives the young folks a chance. In some places it might be desirable to extend the course to include the higher English branches.

The elements of the system are:

1. The classification of the pupils according to their grade of advancement in all the required branches.
2. A final examination each year to ascertain what pupils have satisfactorily completed the course.
3. Granting diplomas to such pupils as have completed the course.

The arguments against the system are that it is liable:

1. To the high-pressure abuse.
2. To the cramming abuse, *i. e.* loading the memory merely for examination.
3. To the competitive abuse; that is, where teachers are anxious to put through a large number rather than educate them in the best manner.
4. To the show abuse; that is, to the showing off of young pupils on commencement occasion.

All of which are abuses, but by proper care they can be guarded against.

The arguments in its favor are:

1. It will enable our teachers to accomplish much more than by the present plan, under which the studies pursued are determined largely

by the judgment of the parents, and in a measure by what old books are lying around.

2. It will enable pupils to accomplish much more than by the irregular and ill-proportioned course pursued at present.

3. It will secure more interest and closer inspection on the part of parents and directors.

4. It will be an incentive to pupils.

5. It will secure more regular attendance.

6. It will give an impulse to education.

7. It will enable pupils to "fit into" the classes when a change of location is made.

8. It will direct the efforts of the County Superintendent so that he can accomplish greater results than by the present mode of visitation.

DURING STUDY HOUR.

HOW TO KEEP THE LITTLE ONES EMPLOYED.

IN every school in which there are little ones—whether few or many—the question of how to employ busy hands and bright eyes during the study hour is an important one. A request reaches the Primary Department for some suggestions under this head. The following plans have been successful in the writer's experience:

First, then, the indispensable slate and pencil. Children six years of age are perfectly capable of copying the curves which make up so large a part of the script letters, if the teacher will place each on the board plainly. The child makes the curves more easily than he does the straight lines, mainly because defects are not so conspicuous in the former as in the latter; but he may soon try both. Two essentials to success in this exercise need to be noticed; namely, that the pencils be sharp, and that the work be examined and commended or corrected by the teacher. If these two conditions be complied with, and if the exercise be not continued for too long a time without a change, pupils will return to it with zest each day. It is better to do this work than to print. There are two good reasons for this. First, it is good preparation for penmanship, and, second, it does not cramp the hand, as does the printing. If it is desired to rule the slate for this exercise, take a 404 Gillott's steel pen, break out the points, turn it upon its back, hold it at at an angle of 45 degrees, and draw it across the slate beside a ruler. The lines can be made light or heavy, according as desired. If done precisely as indicated above, the space between lines is exactly the proper height for small letters. From this writing exercise it is easy to pass to simple drawing exercises of squares, oblongs, triangles, circles, etc., which the teacher places on the board to be copied. The teacher need not insist on great accuracy, but rather secure facility. Besides these exercises in copying, let the children invent drawings, if only it be done quietly. Even if a pupil should produce a counterfeit presentment of the the teacher, recognize and encourage the talent.

As pupils grow older, the exercises in copying arithmetical tables and supplying the answers, of writing spelling lessons from book or board, writing the names of all the things visible in a picture, etc., etc., furnish profitable and interesting work for all.

Next, shoe pegs. These can be obtained by the quart from the nearest shoemaker, at a cost of from five to ten cents per quart. Their uses in the primary school are various. Draw stars or other pointed figures on the board, and show pupils how to imitate on desk by using one shoe peg for each line. Magnified views of snow-flakes give beautiful patterns, and the teacher can easily invent many others. Make squares by using one peg for each side; larger ones by using two placed end to end for each side. Rhombs are made by a different arrangement of equal sides. Make oblongs by using two for each side and one for each end. Pentagons, hexagons, etc., etc., are soon learned. Many of the letters, capital and small, can easily be constructed. As soon as the children can interpret the arithmetical tables, they can make addition tables, subtraction tables, multiplication tables, and division tables, with the pegs. Two pegs crossed at right angles serve as the sign of addition; crossed obliquely, that of multiplication; two side by side in horizontal position, serve for the sign of equality; a single one, that of subtraction; while one, with a grain of wheat on each side, typifies division.

A slight variation, giving the interest that with children always attaches to variety, is to repeat all the above exercises with tooth-picks instead of shoe-pegs. Tooth-picks suitable can be bought at any drug store, in five cent boxes—each box containing 2500 or more. In like manner some of the drawings are beautifully represented on the desk by using cigar-lighters instead of picks or pegs. The lighters can be purchased at drug stores, in packages of 500, at five cents per box.

Children just learning to read and spell can profitably and pleasantly spend one or two of the study hours of the day with the alphabet cards. The Indianapolis Sentinel Company prints the alphabet on strips of

colored card-boad, each strip containing one alphabet. The teacher takes the scissors and clips the card-board into squares of equal size, each containing one letter. The cards can be purchased at the rate of forty cents per hundred alphabets. Each child's box should have several alphabets in it, so that any desired letter may be easily found. The words of the spelling lesson and the new words of the reading lesson may be printed (or written, when children can interpret script) on the board, and the pupils required to reproduce them on their desks. With those a little older, each may be shown a picture and required to spell out on his desk without help the name of each object to be seen in the picture. Still later they may spell out a story made up of incidents suggested by the picture.

Some of the cards have one side without letters. By using that side up these cards become serviceable in working out designs of various kinds suggested by the teacher. Here the snow-flake forms are again serviceable as patterns. The cards should be well mingled as to colors, so that corresponding parts of the same figure may be made of the same colors. Place the cards side by side, or corner to corner, so as to give graceful and symmetrical forms, and the children will scarcely tire of copying; and after some practice they will begin to invent for themselves.

Always keep an open place on the lower part of one of the black-boards, and grant as a special privilege to pupils who have quietly and honestly finished the work of the study hour, the right to mark or draw on this board. If colored crayons be kept, the interest is heightened. In like manner keep a book or magazine of short, interesting stories on your desk, for a pupil who honestly earns the privilege of reading in it for the remainder of the study hour.

From fifty cents to one dollar thus spent for materials enables the teacher to give happy, profitable employment to what might otherwise be dull and tiresome moments.

Thus will much of the temptation to disorder be removed. *Indiana Journal.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, FEBRUARY, 1884.

E. E. HIGBEE. - - - - J. P. McCASKEY.

THE last words of Pestalozzi were: "Let me be buried under the site of the old school-house, and let my name only be inscribed upon the stone which covers me. When the drops which fall from heaven shall have worn it half away, they will show themselves more just to my memory than they have been during my life." It is not gold or goods that make a man wealthy. The best wealth is of the heart, an enlightened mind, a loyal conscience, pure affections. He is wealthiest who has the largest stock of wisdom, virtue, and love—whose heart beats with warm sympathies for his fellow-men—who finds good in all seasons, all providence, all men.

DR. E. E. WHITE, former State Superintendent of Ohio, and editor of the *Ohio Educational Monthly*, writes that he much enjoyed his recent institute work in Pennsylvania, and adds: "You are making an excellent Journal, one of which the teachers of Pennsylvania should be proud." We are glad to think that such is his opinion, and hope that more of our teachers will put themselves in the way of knowing personally whereof he speaks. In some counties the percentage of teachers upon our list is too small, if it is any index to the professional spirit of the corps.

ERIE recently made a new departure in the way of Industrial Drawing. Previously, geometrical and mechanical drawing were taught to a few pupils in the higher grades. Now, the plan is to teach the "reading" of working drawings to that class of scholars that drop out of school before reaching the upper grammar grades and the high school.

It is a fact well known to foremen, that but few shop workmen can "read" a simple drawing, and as the "reading" can be easily taught without interfering with ordinary school work, it is expected that the "coming apprentice" of Erie will be better fitted for his trade than those who have gone into the shops before him. The special advantages of learning to "read" are also open to persons not in school, as a large drawing room is kept open night and day. Girls, as well as boys, will be taught the language of working drawings.

GIRARD College will not hereafter lease any property to be used for bar-room purposes. The receipts of the college for eleven months of this year reached $423,168.50. The institution is educating 1,098 orphan boys.

"IN the realm of education," says Henry Ward Beecher, "schools are often made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine round about him as the morning glory around its support. Woe is me! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material."

THE Chinese Minister to England, who recently was given a popular reception, says: "In science and in art we have already learned, and have still much to learn from you. But have you nothing to learn from us? * * * Your scholars have already done very much to re-tell the history of Babylon, Nineveh and Heliopolis, but in Chinese literature and in Chinese antiquities they have done practically nothing. I feel confident that when these come to be explored, as they will be one day, they will be found to contain mines of wealth perhaps undreamed of in your philosophy—missing links of knowledge, whose absence have hitherto rendered many a problem of humanity unexplained and inexplicable."

THE report of the Managers of the Lincoln Institution, at the recent meeting of contributors, gave an account of the new era in the life of the institution, which was entered upon in September last. The boys were removed to the Educational Home, the charter was amended, and application was made to Congress and permission given to the Managers to take charge of at least fifty Indian girls and train them in all domestic duties, as well as instruct them in all Christian principles and all necessary branches of an English education. On September 8th, ten Indian children were received; on November 8th, seven; and on December 5th, six were received. On the 3d of January twenty-five girls were sent them from Carlisle, making the present number fifty. Ten more are expected in a few days. "These children take their turns at all domestic duties, and it is marvellous to note how soon they come to understand sweeping, washing, ironing, cooking, sewing, and all other useful household work. They also are very apt at learning music, both vocal and instrumental."

THE publishing of a Chinese journal is a much more difficult piece of work than most people imagine. The Chinese language is written by means of 60,000 characters, and type is an unknown commodity. The copy is first made in pencil, and by a scribe transferred to the impression paper, from which is afterwards taken off on stone. Thus every number of the *Chinese American*, a weekly paper published in New York, must of necessity be lithographed, advertisements and all.

AT an examination for letter carriers in a leading city, under the civil service rules, some three dozen young men presented themselves. Among the papers were some that seemed to show that history, at least, had not been a favorite study with the writers. The majority of the candidates solved simple problems in arithmetic, and defined correctly the nature of a verb and an adjective. Several of the young men, in answering historical questions, credited William Penn, George Washington, Daniel Webster, Patrick Henry, and John Hancock, respectively, with the authorship of the Declaration of Independence. One of them was certain that DeWitt Clinton was "Govenor of the United States." Another, in answer to the question. "Who is the present President of France?" wrote "Empor William." In reply to the question, "Who commanded the British troops at the battle of New Orleans, and in what war did that battle occur?" one candidate wrote Gen. "Bradlcock," another "Patnan," another "Howe," and another "Corn Wallace." The question, "What tribunal was created by Congress for settling the controversies which grew out of the election of 1876?" elicited the following answers, among others: "The Returning Board," "Justice," "Electoral College," "Congress declared the country free and

independent," "Electory Commission of Sup. Judges." About one-third of the candidates turned in their papers without attempting to answer the questions in geography and history.

MONUMENT TO THE FOUNDERS.

ALTHOUGH "Peace hath her victories no less renowned than War," it is for the most part to military heroes that monuments are raised. In the fitness of things, however, the disposition is growing in favor of equal honors to the civilian benefactor of the State. One man and another has at times been spoken of as the "Father" of our Pennsylvania common school system, and recently it was proposed by Dr. John H. MacCreary, through the columns of the Lancaster *New Era*, to collect by contribution in the schools and among the school men of the Sate, a sum sufficient to erect a monument to the late Thaddeus Stevens, as the "Father of the System." Dr. Wickersham having been named as a person eminently fitted to direct such a movement, responds to the suggestion in the following letter;

LANCASTER, Dec. 4, 1883.

In response to mention of my name in your paper in connection with the proposition to erect a monument to commemorate the services of Thaddeus Stevens to the cause of public education, permit me to say that, while I would be glad to aid in a movement of the kind, success is hardly possible without enlisting the agency of the State School Department, with its well-organized central office, its County, City and Borough Superintendents, its district School Boards and teachers, reaching down to the pupils in every schoolhouse in the Commonwealth. Any mere private effort would most likely result in failure.

Permit me to say further that Dr. MacCreary is by no means the first to suggest a school monument to the memory of Mr. Stevens. Soon after his death, in a communication to the *Express*, of which you were then Editor, I proposed to erect a monument at his grave by means of a subscription from schools, teachers, and the friends of education. I was then in a position to carry the proposition promptly into effect, but Mr. Stevens' executors gave no countenance to the plan, and never spoke to me on the subject. After some years of much-complained-of delay, they erected a monument after designs of their own.

Subsequently, I prepared a bill and had it passed through the Legislature, and it is now the law, setting apart an eligible site in the State capitol grounds for a monument to the *founders of the common school system*. There is a fine monument in these grounds erected to the memory of the heroes of the Mexican war; the heroes of the fight for free schools were not less heroic, and did infinitely more for the State. I think the Legislature would have appropriated the money to build the contemplated monument, but I thought it was best to leave that part of the work to be done by a voluntary subscription. The State Teachers' Association seemed anxious to co-operate in the movement, and, in waiting for this action, nothing was done. have now in my desk here a few dollars prematurely collected and sent to me for the purpose named.

Had the monument been erected, I would have favored placing upon it the name of George Wolf, the Governor who for years persistently pressed the subject of free schools upon the attention of the Legislature, signed the bill of 1834, and fell a political martyr to the cause he so much loved; the name of Joseph Ritner, who, against every motive of self-interest, proved himself as warm a friend of free schools and as firm in their support as his predecessor; the name of Samuel Breck, the author of the law of 1834, and its most active champion in the Legislature; the name of Thaddeus Stevens, who, in 1835, when the repeal of the law of 1834 had passed the Senate and the tide of opposition seemed likely to sweep it away in the house, stood up like a bulwark against the flood, and by word and act so strengthened the free school forces, and so confused those of the enemy, that no harm was done; and the name of Thomas H. Burrowes, who as State Superintendent, was the first to organize the system and put it into working shape, and whose moulding hand may be seen in almost every measure adopted for for its good from 1836 to the day of his death. There may be other names that deserve a place on such a monument; it *must* bear those I name.

And yet no one of these can in any proper sense be called the "Father of the Common School System." The system has been growing for many long years; the year 1834 simply witnessed the fruition of a long line of antecedent circumstances. In 1824 an act was passed which was as much of a free school law as the act of 1834, but in 1826, no Stevens being in the Legislature to prevent this calamity, it was repealed. Governor Wolf in all his messages maintained that the Constitution of 1790 enjoined the establishment of a general system of public education. His constant appeal to the members of the Legislature was, "Pass a free school law, and obey the oaths you have taken to support the Constitution." Nor was Governar Wolf alone in taking this view; the same opinion was held by nearly all his predecessors in the Executive chair and by liberal statesmen generally, and certainly debates which took place in the Convention that framed the Constitution of 1790 conclusively show that the design of the members who favored the article adopted relating to education was to lay a foundation for a general system of education by which the poor should be gratuitously taught. We must, therefore, look for the foundation of our free school system in the constitution of 1790. Now, the constitution of 1790, as well as the provisional

constitution of 1776, so far as they relate to education, are easily seen to be in form, in matter and in spirit, closely related to the provision concerning education in the first constitution of the province, Penn's Frame of Government, written in England. Thus the roots of our common school system extend back more than two hundred years, and its true father and founder is the father and founder of the commonwealth, the Quaker philosopher and statesman, William Penn. J. P. WICKERSHAM.

Dr. MacCreary having written to the State Superintendent of Public Instruction in reference to the project, was answered as follows, the latter supposing that some additional legislation would be required:

HARRISBURG, Dec. 13, 1883.

John H. MacCreary, M. D.:

My Dear Sir: Your communication just received. I am heartily in favor of a "monument to the *founders* of the public school system of this Commonwealth." The first thing to be done, however, is to wait for the next session of the Legislature, and put before them a bill, securing a proper site and full authority to proceed. I will co-operate in the passage of such a bill, and, if passed, will use every exertion to carry it into proper execution. I am unwilling to initiate active measures until I am authorized to do so by the authority of law.

Yours truly, E. E. HIGBEE.

The editor of the *New Era*, in commenting upon the matter as proposed, and the correspondence above, adds:

Our mention of Dr. Wickersham, so long and prominently identified with the cause of popular education, as a proper person to organize the proposed movement to erect a monument to Thaddeus Stevens, has called forth a paper from his pen of more than ordinary interest to the friends of our common schools. The proposition to erect a monument to Mr. Stevens in recognition of his timely and valuable services to the cause of free schools is not new to Dr. Wickersham, he having himself suggested the erection of such a monument soon after Mr. Stevens' death. As the head of the school department of the State, he was then in a position to carry the proposition into effect: but receiving no encouragement, the matter was dropped. What followed in the passage of the law setting apart a portion of the State capital grounds for a monument to the founders of the common school system, we had almost forgotten; but we are glad Dr. Wickersham has so opportunely revived the recollection of that fact. We trust so praiseworthy an object will not be lost sight of by the State Teachers' Association, the Legislature, and the friends of popular education generally. Surely the names of Wolf, Ritner, Breck, Stevens, and Burrowes, are as worthy of monumental fame as those other heroes to whose memory the monument already on the Capitol grounds was erected. They were heroes of bloodless victories, but the laurels they won are imperishable, and will grow greener and brighter as illiteracy disappears before the light of universal intelligence.

The correspondence between Dr. MacCreary and Dr. Higbee, State Superintendent of Public Instruction, fitly supplements the letter of Dr. Wickersham. While Dr. Higbee is in full sympathy with the movement, and would give it his hearty and active co-operation, he very properly desires to have the authority of law before inaugurating even so commendable a work. There is no reason to doubt that it will meet with favorable consideration from the Legislature, as it certainly will from the friends of popular education and the people generally.

At the meeting of the Pennsylvania State Teachers' Association, held at Philadelphia July, 1872, the following report from the Committee on Monument, was made by Dr. Wickersham, chairman, the remaining members of the committee being Messrs. A. N. Raub, Edward Brooks, F. F. Christine and Jesse Newlin:

The committee appointed "to devise a plan for the erection of a suitable monument in the Capitol grounds at Harrisburg, to commemorate the services of the chief founders and most distinguished promoters of our Common School System," beg leave respectfully to report—

1. That as a preliminary step in the matter they prepared, and had passed by the Legislature the following act securing a proper place in the Capitol grounds upon which to erect the monument:

AN ACT

"To authorize the Commissioners of the Public Buildings and Grounds to select a site in the grounds of the State Capitol for a monument to be erected by the Pennsylvania State Teachers' Association, in memory of the chief founders and promoters of the Common School System of Pennsylvania.

"SECTION 1. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same,* That the Commissioners of the Public Buildings and Grounds are hereby authorized and required to select and appropriate a suitable piece of ground, in the public grounds of the State Capitol, for a site for a monument to be erected by the Pennsylvania State Teachers' Association, or other persons acting therewith, to the memory of the chief founders and most distinguished promoters of the Common School System of Pennsylvania."

2. That they recommend the appointment by the President of the Association of one member from each county represented at this meeting, and five members from the city of Philadelphia, who shall choose by ballot or otherwise a central committee of five persons, who shall receive and have control of all funds raised for the erection of the monument, accounting for the same in a detailed statement of receipts and expenditures to the Association; and who shall, when the money raised shall reach the sum of ten thousand dollars, select a design for the mon-

ument, make a contract for its erection, and supervise the work. Vacancies in the committee to be filled by the appointment of the President of the Association.

3. That they recommend the raising of fifteen thousand dollars in the following manner: the quota of each county and each school section in the city of Philadelphia to be two cents for every child attending the public schools; and the amount to be asked from each child to be two cents, each teacher, ten cents, each superintendent, one dollar, and each normal school five cents for every student and teacher connected therewith—all to be permitted to give as much in addition to these amounts as they may see proper—colleges, academies, orphan schools and private schools of all kinds to be requested to contribute at their option, and private donations and State aid to be solicited. The money to be collected by the teachers and principals of schools on days appointed for the purpose, and paid on his receipt to the superintendent of the county, city or borough, having jurisdiction where the collections are made, except in the city of Philadelphia, where it shall be paid to the respective principals of the male grammar schools of the different sections, these officers in turn paying it promptly on his receipt to the Chairman of the Central Committee.

4. That they recommend that the names proposed to be placed on the monument at the time of its erection shall be reported to this body by the Central Committee on the monument, accompanied in the case of each name by a brief biographical sketch, setting forth the services rendered to the cause of popular education by the person whose name is thus proposed, and that no name be engraved upon the monument unless it shall receive the unanimous approval of the Association. They also recommend that the monument be dedicated and the names engraved upon it with appropriate ceremonies, conducted under the direction of the Association.

5. They recommend that after the completion and dedication of the monument, and the discharge of the Central Committee, the officers of the Association, *ex officio*, the President being chairman, shall constitute a standing committee on the monument, and that no name be thereafter engraved upon it without first receiving the unanimous vote of the committee in its favor, followed by a unanimous vote of the Association itself, given after having read a statement as before mentioned of services rendered in behalf of common schools, and that this action be in order only once in ten years, and then be limited to a single name; the Association meeting in Harrisburg the year following that in which any name may be agreed upon in order that the name may be engraved upon the monument with such ceremonies as shall be deemed appropriate.

The record of proceedings goes on to state that "Prof. Wickersham spoke briefly upon the adoption of the report, saying that all seemed agreed as to the propriety of erecting this monument. With regard to the names to be inscribed upon it, there had been a great deal said about the 'father of our Common School System,' but it seemed that no one man was more entitled to that honor than several others of its distinguished friends —all of whom should be equally honored. The proposition that each child should contribute a nominal sum, was made in order that, as the next generation of school children grow up and see the monument standing on Capitol Hill, they may have the recollection that they helped to erect it. The teachers, too, will do their part; and after that is done, doubtless the Commonwealth will contribute generously. We do not want the State to do all, but only to supplement our own efforts. Philadelphia can co-operate with us, though her system is different. The first bill to provide for common schools was drawn by Samuel Breck, who came from this city as a senator for that special purpose; and his name ought to be among those placed on the monument. It is not desirable that every man who has ever made an educational speech or been a Normal School principal, or a County Superintendent, should have his name upon this tablet; and, therefore, the Committee have guarded the selection of names with such extreme care—requiring a unanimous vote after a sketch of the candidate's services has been prepared and presented; and after a few of the more distinguished names have been inscribed, limiting the additions to one name in ten years. If we can produce in each decade one great man who will devote his life to the cause of education, we shall do well."

The report was then adopted. The general committee, as provided for in the second item of said report, was duly appointed and is named at length on page 108, Vol. 21, of *The School Journal*. We are unable to find any record showing that any meeting of this large committee was subsequently, held, or that anything further was done in the matter. Thus, for nearly twelve years past, the project seems to have been simply in abeyance. Shall it be revived and the Monument be erected, as proposed, to the revered memory of the Founders? The Department of Public Instruction and *The Journal* stand ready, as heretofore, to do anything that lies within their power to effect a result so desirable.

The mistake made in 1872, as is now clearly evident, was in the constitution of the general committee. A much better permanent committee—one covering the entire State very effectively—would include all

those who, as Superintendents in commission, are directing the educational work in their respective localities; the principals of the State Normal Schools; official representatives from Philadelphia, from the Department of Public Instruction, and the Department of Soldiers' Orphan Schools—this committee to act, each member in his locality or special field of labor, until the end in view has been accomplished. This permanent committee should appoint a sub-committee of, say nine members, to serve as an Executive Committee, five of whom should constitute a quorum, with full power to act.

Philadelphia has its famous Committee of One Hundred, which has done and is doing an important work for our metropolitan city. The State Committee on Monument, as here proposed, would number One Hundred and Twenty-five, as follows: one hundred and five County, City and Borough Superintendents, ten Principals of State Normal Schools, five members from Philadelphia, including the Superintendent and his assistants, three members from the Department of Public Instruction, and two from the Department of Soldiers' Orphan Schools.

This, of course, is merely suggestive of a plan that seems feasible and to promise satisfactory business result. Some better organization of the State Committee may suggest itself to others. We shall be glad to have the matter considered and discussed before the next meeting of the State Association, in order that decisive action may be had in July next at Chautauqua.

THE BOY AND HIS EDUCATION.

HARDLY any creature on earth is so ambitious as a growing boy. Realizing that he is rapidly on his way to manhood, he aims at doing manly things, and things which seem to him to be manly. Between these two classes of things, says the Philadelphia *Press*, there are differences as wide as those which exist in the character and the training of boys. One boy's ambition leads him to do some brave and noble deed, such as he may have seen men do, or may have read in books or newspapers of their having done. Another copies manhood only in the undesirable things which men do. With some boys the summit of ambition is to swagger and strut, to smoke and drink, just as they have seen men do. It is not a very lofty ambition, yet the boys whom it animates spend fully as much time and effort on it as other boys spend in trying to reach nobler aims and more practically useful ends.

One of the noblest ambitions that can stir a boy's heart is the desire to be a man in earning his living. Since his infancy he has been a charge on his parents, or other good people who have brought him up. Perhaps they are toilers who need all the profits of their own labor. They have treated him well, and he feels that the obligation under which he rests to them is one which he would like to liquidate. So with an ambition which has in it many excellent features, he suggests that he shall leave school and set himself to work to earn something. Perhaps he may make enough to support the good old people who have cared for him. Perhaps his efforts may be attended with only a sufficient measure of success to enable him to pay his own way. Small or great as the result may be, he wants to try his hand at business. He is willing to take the risk. He knows to some extent what business involves, for other boys of his acquaintance have engaged in it. There will be no Saturday holidays, nor any afternoons off, nor any privileged days when the slight excuse of an ailing stomach or an aching head will serve as a valid reason for staying at home. Business involves harder work and closer application than have been the boy's portion at school or college. But it means the earning of something, and that is what the boy's ambition leads him to desire.

Just here let the ambitious boy beware. To do as he wants to do is praiseworthy. But perhaps he can do better. If he goes with an incomplete education, it will be at a great disadvantage. He may begin to earn a few dollars a week, the handling of which result of honest toil will delight him. But let him remember that every month which he robs himself of the education he might obtain, is a month of loss for which his paltry earnings are no recompense whatsoever. A half-educated boy who leaves school at fifteen and enters a store may receive from two to four dollars a week, with numerous kicks and cuffs thrown in by the people who are "teaching him the business." This kind of teaching a boy the business too frequently means getting a man's work out of the poor fellow for boy's wages. If the boy is driven to such a situation by the emergency of straitened means at home, let him rush in cheerfully and do his work manfully; but if the family exchequer will stand it, let him stay two or three years longer at school. Let him go through college, provided there is a college for him to enter where his time will not be entirely spent in rowing boats and kicking

foot-balls. Let him enter on manhood well fitted for manhood's duties, including as thorough a knowledge as can be had of the keeping of accounts and of all other commercial duties. Let him, if possible, also be master of some handiwork when he is ready to enter on the work of earning, rather than depend on the luck of being picked up as a clerk. There are too many young men whose only knowledge is, how to be very poor clerks. The boy who knows how to do something which the world wants done, and something which will help on with the world's work, is the one whose ambition will lead him to solid and substantial achievements.

SOLDIERS' ORPHAN SCHOOLS.

THE following statistics show in brief the leading facts in connection with the Pennsylvania Soldiers' Orphan' Schools during the past year—the noblest benefaction of its kind in the history of the United States:

The number of institutions in which there are soldiers' orphans is now 17, the reduction in the number since the beginning being 27. The number of orphans in schools and homes, May 31, 1883, was 2,362; the number admitted on order from June 1, 1882, to June 1, 1883, 377; the number of discharges from June 1, 1882, to June 1, 1883, 486; the number of orders of admission issued since system went into operation, 13,011; the number of orphans admitted since system went into operation, 12,252; the number of applications on file June 1, 1883, 790. The cost of system for the past year was, $362,051.80. The whole ordinary cost of the system since going into operation, as shown by the several annual reports to May 31, 1883, has been, $7,280,213.08; extraordinary expenditures for damages, paid by special appropriations, $25,385.13; appropriations made for the year ending May 31, 1884, and the year ending May 31, 1885, $637,975.32. The State appropriation for the year ending May 31, 1883, was $340,000, which with the balance from previous years, $34,072.12, made a total of $374,027.12. Of this there was expended for education, maintenance and clothing during the past year, $352,618.88; for out-door relief, $240; for expenses of Department, $2,542.92; and for salaries of superintendent, inspectors, and clerks, $5,650, making a total of $361,051.80, and leaving a balance of $12,975.32 to the credit of the Department for the year ending May 31, 1883.

The annual report of the Superintendent will be found in the Official Department of the present number of *The Journal.* The reports of the Inspectors and Examiners, Mrs. E. E. Hutter and Rev. John W. Sayers, affording a satisfactory statement of the condition of the schools, will be of special interest to many readers who are familiar with their history:

REPORT OF MRS. E. E. HUTTER.

Dear Sir: I take great pleasure in presenting my annual report of the soldiers' orphan schools, and church homes where some of our soldiers' orphans are placed, having visited every home and institution in the State several times.

The school year opened unusually well. The children, who were scattered over the entire State, returned punctually to the institutions, and entered cheerfully upon the work before them, as did the principals, teachers and assistants, who were all benefited by their short recreation, change of air and scenery. Very little time was consumed in organizing and getting the schools into good working order. Scarcely a month had passed when all had settled down, and the good, earnest work continued. This is true of all the schools; of course, some more earnest than others, but all anxious to do their duty, and in what they came short to remedy.

The health of the children has been unusually good. Among all the schools but few cases of severe sickness or death have occurred. Certainly, God's best blessing has been showered upon our noble institutions.

The clothing, I am glad to report, is in a better condition than ever before, principals in many instances expending more than they are allowed for this purpose by the State. The girls' clothing being made in modern style, gives them a neat and tasty appearance. The boys' suit is dark blue cloth, with State buttons, presenting a real attractive and soldierly appearance.

The food is about the same as in former years, being plain, good, substantial, and well prepared, which the healthy and robust condition of the children shows. I make it a point to look closely into the quantity and quality. Am glad to say that butter has been more generously supplied than heretofore.

The dormitories are generally well ventilated, and the beds and bedding are clean and comfortable.

The progress of the children has been quite satisfactory, which was seen at our annual examinations. All the schools are furnished with blackboards and a good supply of text-books; the teaching is thorough, the principals endeavoring to employ the very best talent. We insist upon giving the children a good, plain English education up to the time they leave, together with habits of industry and religious training, as we then can feel almost sure of their future success. The older pupils being discharged, the new admission of quite young children of disabled soldiers has lowered the

average grade of scholarship. Great care should be taken to select the best possible talent to teach the primary classes.

Fine specimens of penmanship and drawing have been exhibited, which have quite astonished the visitors on examination day, as some of the writing is really like copy plate. Double and single entry book-keeping is taught in most of the schools. Vocal and instrumental music receive very careful attention. I am exceedingly anxious that some of the schools should have phonography taught. The President of the Pennsylvania Railroad promised me some years ago to give all the boys good situations who were acquainted with this branch of education. I am glad to say that one of the schools will have it introduced this fall.

The buildings in the past year have generally been improved, and great care has been taken to make them comfortable and healthful. The Rev. Asa H. Waters, proprietor of the Uniontown Soldiers' Orphan School, has erected a beautiful stone chapel at his own expense, and I doubt not that many precious souls will be gathered in this little chapel into the fold of our blessed Redeemer. Thus I would say, as the system grows older, we are permitted to see marked improvements.

I am still convinced that corporal punishment, excepting in extreme cases, is more injurious to a child than beneficial. Let the rod be the last resort. Kindness and judicious firmness will generally win the love of a child.

We are rejoiced that the Legislature has again provided that some of the girls and boys who are anxious for a more advanced education can be sent to Normal School, and hence prepare themselves for teaching. Martin Luther classed teaching next to preaching the Gospel.

Enough attention has not been given in some of the schools to military drill as I think it is necessary for the boys' physical development. It is also a means of discipline in other directions.

As stated in my last year's report, the girls exhibit a marked proficiency in their own departments. Many of them are experts with the needle, and have exhibited specimens of their own handiwork, including writing and drawing, for which they received premiums at State and county fairs. Instruction is also imparted in housekeeping; then they are fitted for the parlor and kitchen. The boys are taught farming and some trades. We are endeavoring to impress them with the feeling that they are not to be mere drones in this beautiful world, but to become active workers—a blessing to themselves and to the State that has so nobly fostered them.

The children regularly attend church, and every soldiers' orphan school has a Sabbath school, and generally holds divine service on the Lord's Day, and evening and morning family worship. Thus the wards of the State are trained up to become good, useful, and Christian citizens.

I must again speak of the interest and care which the members of the Grand Army of the Republic are manifesting towards the children of their fallen comrades. It is truly parental, warm, and sincere. Their work is a labor of love. They are desirous whilst the children are yet in the schools that they should be educated and fitted to fill honorable and useful positions. They did much last winter in shaping legislation for the extension of the schools. The more I see of their noble work, the more I am convinced that they are a grand organization, and that the tie that binds soldier to soldier is the holy bond of patriotism, which exists not only among themselves, but extends to the children of their fallen and disabled comrades, and we feel that their work will continue as long as there is a soldier's orphan or child to be cared for.

I cannot close this report without congratulating you upon the good condition of the schools, which you have managed so successfully.

I desire to tender my heartfelt thanks to our just Governor Pattison for the interest he has so substantially shown in our soldiers' orphan schools; also, to the Legislature for their continued interest, which will never embarrass the State. There is a giving that enriches, and a withholding that impoverishes.

REPORT OF REV. JOHN W. SAYERS.

Dear Sir: I have the honor to submit to you the following report of my visits to the soldiers' orphan schools during the past year:

All of the schools instituted by the State of Pennsylvania have been inspected, in their order, during the past winter, with the same gratifying results, as to progress and condition, as those expressed in my report of the previous year.

In the history of free education, probably no system of schools has ever been established where the sanitary regulations are better and more effective than those of our orphan schools. Health has always been a subject of primary consideration, and to that end fresh air, pure water, proper drainage, warm clothing, clean beds and bedding, and wholesome food, have been made the ministering agents. Consequently, slight mortality and remarkable freedom from severe epidemic forms of disease have characterized the entire history of the schools. All measures looking to the health of the pupils are kept in view with unceasing vigilance.

The regulation military style of clothing, as prescribed by official circular No. 4, of 1871, is universally observed. It is appropriate, handsome, and comfortable, affording freedom of movement to the body, and presenting a graceful uniformity in appearance.

Special attention, by an experienced corps of well-qualified teachers, is given to the practical side of the education imparted to the pupils. The most useful English branches are thoroughly taught. Much else of importance, with its application to agriculture, mechanics, and the arts, is also embraced in the curriculum, helpful alike to the development of the mind and to that self-reliance so necessary to future success. Means of diversion in appropriate sports and exercises, for both boys and girls, are amply provided by the authorities, and appreciatively enjoyed by the scholars. A commendable im-

provement in military discipline and drill is observed. This is important, inasmuch as it conduces to manly bearing, and to habits of system and regularity, which will leave their impress upon after-life. The moral and religious natures of the children are not forgotten. Church service, Sabbath schools, and the best spiritual instruction are provided, looking earnestly to the eternal welfare of the children, giving to them "the promise of this life and of that which is to come."

The most careful observation confirms the opinion expressed in my last report. The schools are fully up to all reasonable expectation. Splendid work has been done, and is still being accomplished for the best interests of the scholars. I believe we are living only in the feeble realization of the magnitude of an enterprise which must have its grandest developments long after the schools shall have finally closed. A work so nobly conceived and so faithfully carried forward can leave no doubt as to the blessedness of its future.

The Grand Army, regarding the orphans of their fallen comrades as a sacred heritage, and ever mindful of their trust, watch with increasing interest every effort in their behalf. No act of our noble Commonwealth has received from any organization a higher appreciation than the Grand Army has given to the establishment of our orphan schools. This remembrance of the dead is a tribute of honor to the living—a just reward for duty faithfully performed. Nearly four hundred posts in Pennsylvania to-day congratulate their Legislature upon its last act of patriotic benevolence, in opening the doors of the schools to the unprovided for five years longer.

Our State has added new laurels to her chaplet, in the extension act of 1883. Under the act of June 11, 1879, admissions to the homes ceased after the 1st of June, 1882, and the schools were finally to close and the children be discharged on the 1st of June, 1885. At the present time there are several hundred unadmitted applicants who are debarred by the act of 1879, and there will be at the time fixed for closing about seventeen hundred and seventy boys and girls under sixteen years of age unprovided with homes. Satisfied that great injustice would be done to these little ones by the operation of this law, the Legislature, on the first day of June of the present year, repealed the closing act, and extended the time for admission until June 1, 1887, and for final closing and discharge until June 1, 1890. This was well and nobly done, and will probably give all our soldiers' orphans an equal chance. We have reached a period in the history of these schools and homes when the number of both applicants and admitted will rapidly decrease. Much expense may be saved to the State, and advantage gained to the pupils, by a judicious system of consolidation, which should at once be provided for and systematically carried out, in order that the closing time may neither end in confusion, nor find any of the children unprovided with comfortable homes. Long may our Nation reap the fruits from the good seed Pennsylvania has so generously sown. These schools have been a wondrous blessing. They have fully met all that was anticipated of them. The children have gone out equipped with fair educations, morally trained and mentally armed for their struggle upon life's battle-field. We have followed them in their admission to the schools. We have watched them through the schools, and have seen them provided with satisfactory and comfortable places upon their discharge. Thus far we may write their history. But beyond this there is a history which may never be written, but which will everywhere be felt through the irresistible pressure of the grand influences of patriotic devotion and industrious usefulness. The future patriot and statesman will trace it back like silver threads through the advanced march of a higher civilization. And the Nation will feel it, in the years to come, like the heart-throbs of healthful life, sending its warm and vitalizing currents into every part of the body politic. From the future must come back the greeting, "Well done, good and loyal Pennsylvania!"

OBITUARY.

A. T. DOUTHETT.

The life of A. T. Douthett, who died at his home in Elizabeth, Allegheny Co., Pa., on January 1st, 1884, was intimately connected with the school history of Western Pennsylvania. He was born in Crawford Co., Pa., April 9, 1826. He was educated in the common schools of half a century ago, and taught his first school in Cross Creek, Washington Co., Pa. He afterwards taught in Noblestown, Pa., from which place he was called to the Assistant Principalship of the First Ward Schools, Allegheny City, where he remained until 1857. In the latter year he was elected teacher of Penmanship and Book-keeping in the Iron City Commercial College and in the Central High School of Pittsburgh, and continued as instructor in these two institutions until May, 1860, when he was elected County Superintendent of Allegheny Co., which position he held for fifteen years, being defeated by Prof. James Dickson in May, 1875. In 1861 he married Miss Maggie Marlin, a very talented and accomplished lady, and a teacher who had but few equals and no superiors in the schools of Pittsburgh. Mr. Douthett was a man of boundless energy and resource, and he succeeded well in inspiring the teachers of the county with his own indomitable, restless energy and zeal. About the time that Mr. Douthett entered upon his duties as Superintendent, the Teachers' Institute was beginning to be considered a great educational agency; he early recognized its value, and with admirable skill and tact organized one of the most successful institutes in the State.

Mr. Douthett was a man of tireless spirit, and when he left the office of Superintendent in 1875, he again turned his attention to teaching, and in connection with his wife opened a Normal School at Oakdale, Pa., and some time afterwards a select school at Sewickley, Pa. At the time of his death they had a flourishing school at Elizabeth. Mr. Douthett leaves a widow and five children (three boys and two girls) to mourn their loss. He had many warm friends in Allegheny county and throughout the State, who will be pained to hear of his death.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, FEBRUARY, 1884.

THE following is the Annual Report of the Superintendent of the Soldiers' Orphan Schools:

TO ROBERT E. PATTISON, *Governor of the Commonwealth of Pennsylvania:*

SIR: As required by law, the Superintendent of Soldiers' Orphans respectfully submits the following report for the year ending May 31, A. D. 1883:

The same schools have been in successful operation as during the preceding year. The number of children on the departmental records, May 31, 1883, is two thousand four hundred and forty-five (2,445). This is a decrease during the year of five hundred and eighteen (518). This large decrease is owing to the fact that no admissions have been allowed during the past year.

The amount of expenditures for the school year ending May 31, A. D. 1883, is $361,051.80, an excess of $21,051.80 over the amount appropriated. This excess has been met by using a portion of the unexpended balance on hand, so that there is no deficit.

From the reports of careful inspectors, and from personal visitation and examination, we are fully convinced that the children are well cared for and properly trained. Knowing what extreme caution had been exercised in the case of all admissions, that the law might in no particular be violated, our surprise was great upon finding that grave rumors were afloat charging the department with admitting children in violation of the terms of the law. We are glad, however, that the Legislature saw fit to make these rumors the ground of a careful investigation by a regularly constituted committee. Notwithstanding the many reports that the department was haughtily placing obstacles in the way of a full and rigorous examination, every facility within our power was offered the committee, and special pains taken to spread before each and all the entire evidence upon which the department had acted.

The results of the investigation were such as we had every reason to expect from our own thorough knowledge of all the testimony. We here insert, with great satisfaction, the following statement, made and signed by the whole committee save one, which statement we regard as no more than a deserved recognition of the great care which has been given to the work ever since it was placed under the supervision of the Department of Public Instruction:

The undersigned members of the committee wish, in addition, to state that they are fully satisfied that there has been no intentional infraction or evasion of the law on the part of the State officials in the admission of children to the soldiers' orphans'schools. It is, indeed, a matter of surprise that so few irregularities should occur in the managment of the delicate duties of this department.

[Signed] JOHN M. GREER, J. H. LONGENECKER, J. W. HUGHES, NATHANIEL HORNE, JAMES NEILL, J. J. BIERER, J. B. NILES.

The valuable suggestion made by the committee will receive most careful consideration, for the only wish of the department is that the legislation of the Commonwealth shall be faithfully executed. We desire no funds to be wasted on the one hand, nor, on the other hand, do we wish to do any injustice to the children of our maimed and suffering soldiers, who have so richly earned, and so clearly deserve, all the help which the State can give. Pensions may be of great service to a crippled veteran to comfort his declining years, and assure him of the respect of his country, but no help which the State can give to the many families shattered by the war can be so significant for good, or so comforting to those in need, as the maintenance and education of their helpless little ones. By the action of the Legislature in granting the additional aid of a male inspector, we feel confident that the whole interest will be most carefully watched, and that no injustice will be done either to the Commonwealth, or to the suffering families of those who sacrificed the strength of their manhood in its defense.

Care has been taken that the inspection and examination of the schools during the year should be as thorough and frequent as possible. Mrs. E. E. Hutter has very faithfully labored in this work, and her services are gratefully appreciated. Rev. John W. Sayers, intimately acquainted with the schools, and most warmly devoted to their success and welfare, has given his valuable coöperation with a self-sacrificing generosity; and we are glad that he now acts as a regularly appointed inspector, with your approval. The reports of these inspectors are appended.

We must again, in this connection, thank the Grand Army of the Republic for their hearty support and appreciation of the work, and especially for their earnest efforts in securing proper legislation in its behalf.

The examinations have been regularly held, as heretofore, during the year, and have shown that the schools are advancing in thoroughness and efficiency. We have every reason to believe that no children in the Commonwealth are better cared for in everything that helps toward a healthy moral, intellectual, and physical development.

By reference to appended bills passed by the Legislature, and approved by the Governor, it will be seen that all has been granted that was asked for in our former report. Nothing now stands in the way of bringing the schools to a close, which shall be as honorable and generous as their beginning.

Special attention is called to the appended reports, official circulars, and statistical tables,

which will give all the details necessary to a full understanding of the working of the system and its results.

E. E. HIGBEE,
Supt. S. O. Schools.

The act of 1883 extends the time for admission to, and the final closing of, the schools. It is as follows:

An act repealing the second section of an act entitled "An act to provide for the expenses required by an act entitled 'An act to provide for the continuance of the education and maintenance of the destitute orphans of the deceased soldiers and sailors, and the destitute children of permanently disabled soldiers and sailors of the State,'" approved the twenty-ninth day of June, Anno Domini one thousand eight hundred and eighty-one; also repealing the second section of an act entitled "An act to provide for the expenses required by an act entitled 'An act to provide for the continuance of the education and maintenance of the destitute orphans of the deceased soldiers and sailors, and the destitute children of permanently disabled soldiers and sailors of the State,'" approved the eleventh day of June, Anno Domini one thousand eight hundred and seventy-nine, and fixing a time for closing of said schools and discharging orphans and children therein.

Whereas, After careful inquiry, it is ascertained that all children who were entitled, under late existing laws, to the benefits of the soldiers' orphan school system of Pennsylvania, were not admitted to said schools and homes prior to the time fixed by law for admissions to cease, and that there will be in the schools, at the time provided for closing them, seventeen hundred and seventy children, (without allowing for discharges on order), who will be under sixteen years of age, nearly all of whom will have no homes, and will become objects of charity.

Sec. 1. *Be it enacted, etc.*, That so much of the second section of an act entitled "An act to provide for the expenses required by an act entitled 'An act to provide for the continuance of the education and maintenance of the destitute orphans of the deceased soldiers and sailors, and the destitute children of permanently disabled soldiers and sailors of the State,'" approved the twenty-ninth day of June, Anno Domini one thousand eight hundred and eighty-one, which reads as follows, to wit:

"*Sec.* 2. *Provided*, No admission shall be granted to any of the soldiers' orphans' schools or homes after June first, one thousand eight hundred and eighty-two, and all such schools or homes shall close, and all children be discharged from said institutions, on June first, one thousand eight hundred and eighty-five." Also, so much of the second section of an act entitled "An act to provide for the expenses required by an act entitled 'An act to provide for the continuance of the education and maintenance of the destitute orphans of the deceased soldiers and sailors, and the destitute children of permanently disabled soldiers and sailors of the State," approved the eleventh day of June, Anno Domini one thousand eight hundred and seventy-nine, which reads as follows, to wit:

"*Sec.* 2. * * * *Provided*, No admissions shall be granted to any of the soldiers' orphans' schools or homes after June first, eighteen hundred and eighty-two, and all such schools or homes shall close, and all children be discharged from said institutions, on June first, eighteen hundred and eighty-five," be and the same is hereby repealed.

Sec. 2. *Provided*, No admissions shall be granted to any of the soldiers' orphan schools or homes after June first, one thousand eight hundred and eighty-seven, and all schools or homes shall close, and all children be discharged from said institutions, on June first, one thousand eight hundred and ninety.

ITEMS FROM REPORTS.

ADAMS—Supt. Sheely: With very few exceptions the schools are doing most excellent work this winter. Teachers and scholars generally seem more earnestly devoted to their duties than heretofore. The county institute, held in Gettysburg, was successful in every way; crowded houses from first to last. The meeting will be long remembered for its many excellent features.

BEDFORD—Supt. Cessna: The county institute closed December 21st. The work done was of the most practical character. Our teachers went home much benefited by having been present. Out of 256 teachers, 211 were present. We have too many "old fogy" teachers, who regard the county institute as of no use, and by their influence, keep other teachers away who would derive much profit by attending.

BERKS—Supt. Keck; New school-houses were built as follows: Four in Robeson, two in Exeter, one in Cumru, and one in Brecknock. These are all first-class, and properly furnished. Exeter supplied its schools with Butler's Reading Charts. The Douglassville local institute, held on the 1st inst., was attended by 45 teachers and about 250 citizens. The Friedensburg meeting, held on the 8th inst., was attended by 26 teachers and about 200 other persons; the Shillington meeting, on the 15th, by 39 teachers and about 200 citizens; the Wernersville meeting, on the 22d, by 35 teachers and about 250 citizens; the Mt. Pleasant meeting, on the 29th, by 50 teachers and at least 200 other persons. Supt. Baer, Professors D. B. Brunner, M. E. Scheibner, D. E. Schoedler, L. C. Berkemeyer and L. P. G. Fegley, were the principal instructors. At the county institute the directors resolved to secure a uniformity of text-books throughout the county. Another meeting was held this month, when a committee was appointed to select a series of books to be used, and report the same at the triennial convention in May.

BUTLER—Supt. Murtland: Three houses were built during the year: one in Brady district, one in Cherry, and one in Parker. During the month a local institute was held at Evans City. Over 40 teachers and 8 directors were present. The meeting was enthusiastic throughout. Much credit is due Mr. J. F. Shanor, principal of the Evans City schools, for the excellent programme furnished. December 29th we attended an institute at No. 3, Adams township; the teachers and directors were all present, with a single ex-

ception. Adams is one of the most progressive districts in the county. In visiting, we find that many teachers have taken pains to decorate their school-rooms. Of these, Nos. 1, 4 and 5, Winfield district, and No. 2, Clay district, deserve special mention. Middletown school-house, Concord district, has been enclosed with a neat and substantial board fence.

CAMBRIA—Supt. Strayer: The monthly educational meetings are well attended. Several districts have supplied their schools with Unabridged Dictionaries and Reading Charts since the opening of the schools. Judging from the monthly reports of the teachers, I believe they are doing better work than heretofore. Three of the county papers have each opened an educational column. Our teachers are having more written work in the preparation of lessons than heretofore, and consequently we find better results when we have written examinations of pupils.

CHESTER—Supt. Harvey: Since commencing visitations, August 23d, I have visited 255 schools, more than 200 of which are doing excellent work; the others, with two exceptions, are doing well. The local institute, held in Oxford borough, was one of much interest. It was attended by about 50 teachers, 20 directors and over 600 citizens, during the three daily sessions. The principal instructors and lecturers were Professors Phillips and Welsh, of West Chester State Normal School, Montgomery, of Millersville, and Rupert, of Pottstown; Superintendents Woodruff, of Bucks county, and Squires, of Cecil county, Md.; Dr. Jefferis, of Lincoln University;—Ricard, of Boston; Wallace Bruce, Poughkeepsie, and the ministers of Oxford. The Oxford orchestra, led by Prof. Snyder, principal of the high school, furnished excellent music during the evenings, and a choir of some forty pupils of the Oxford schools furnished very fine vocal music during the day sessions.

CLARION—Supt. Anderson: Our county institute convened December 31st, with 160 teachers enrolled. During the month two new houses were completed in Toby township, and one supplied with new furniture. The board of Licking township put new furniture into four of their houses. The Porter board built one new house, but at the time of my visit, December 6th, had not put in any furniture; consequently the pupils were obliged to sit on *slabs* placed on stones, or else stand. Generally speaking, we think the schools of Clarion will compare favorably with those of other counties. Many of our teachers are doing good, honest work. In many townships the great drawback is low wages, and the division of the term. I have thus far visited 129 schools.

CLEARFIELD—Supt. McQuown: Our county institute was the crowning event of the month of December. The large opera house was far too small to accommodate the people that came to listen to the exercises. At its close the Superintendent was presented with a fine gold watch and chain by the teachers of the county. He is serving his second term, and is not a candidate for re-election; hence this token of respect is the more highly appreciated.

DAUPHIN—Supt. McNeal: The annual institute (a joint meeting of the city and county teachers) was held during this month. The day sessions were held in the House of Representatives, and the evening sessions in the court house. The work done by the instructors was practical, and the teachers participated heartily in the general discussions. Lykens borough has organized another school, and elected Miss Florence Alvord to take charge of it. This has been done to relieve the lower grades, which were very much crowded.

ERIE—Supt. Twining: An interesting teachers' institute was held at Waterford. It was well attended, and the proceedings were interesting and profitable.

FAYETTE—Supt. Ritenour: Our county institute, which has just been held, was the largest educational meeting we have yet had in the county. It was a success throughout. With a few exceptions our schools are doing well.

JUNIATA—Supt. Smith: During this month we held our annual institute. The weather was delightful, the attendance of teachers very good, and great interest was manifested on the part of directors and citizens in general. Everybody seemed pleased.

LACKAWANNA—Supt. Brooks: Interesting local institutes are being held in Scott every few weeks, in the exercises of which the citizens as well as the teachers take an active part. The last one was held December 22d. A live institute was also held at Waverly during the month.

LEHIGH—Supt. Knauss: We have held four local institutes this month, and they were all well attended. We propose to hold four more during the month of January.

LUZERNE—Supt. Coughlin: Our teachers' institute was a success in every particular. The attendance was good. The interest taken in the proceedings by teachers and patrons was remarkable, and the instruction was very practical. No time was lost during the entire session. A local institute will be held at Huntington Mills, for Huntington, Fairmont, and New Columbus, some time in January.

MIFFLIN—Supt. McClenahen: Most of the schools in the county were closed during the holidays. The attendance in the schools of Lewistown was not so good during the past month, on account of several cases of scarlet fever in the town. The Perry county institute of 1883 was a complete success. The instruction was good and practical. No teacher who attended with a view to improvement, could truthfully say that he was not benefited, or not prepared to do better work. I noted with pleasure the intelligence of the teachers, the pleasant sentiment prevailing, and the kindly relations existing between them and their leader. I visited the same institute last year, and from my own observations am convinced of the fact that Superintendent Flickinger has done a noble work for the schools of Perry county, by his good management, tact, and interest in the work. May success attend him in whatever position he may be called upon to fill.

PERRY—Supt. Flickinger: Institute work engaged most of my time during this month, and

consequently I visited the schools less than in November. All our schools are in successful operation, except the high school in Duncannon. This school has been closed for several weeks on account of the dangerous illness of its worthy teacher, J. L. McCaskey. I am glad to hear that he is now recovering.

PIKE—Supt. Kipp: The schools are in session for the winter, but the teachers are not paid for the labor they perform. We hope the day is not far distant when the teacher can direct his whole attention to the profession of teaching, just as the doctor, lawyer, farmer, etc., do to their respective callings. Then the schools will be doing that work for which they were designed.

SNYDER—Supt. Moyer: Our annual institute was held at Middleburgh, 26th inst. All the teachers were present except seven. A number of teachers from adjoining counties were also present. The daily sessions were full, and overflowing in the evenings. Thirty-three directors were present during the week. We are indebted to Superintendents Wolverton and Johnson for valuable assistance. Our schools are prospering; not a single failure is apparent; and the directors are alive to the work.

SOMERSET—Supt. Weller: The county institute, held during the holidays, was the largest ever held in the county; only sixteen teachers were absent. Dr. Higbee's address to the directors and teachers was generally considered the finest effort of the week, although our lecture course included Col. G. W. Bain, Miss Helen Potter, and Dr. J. H. Vincent. Dr. N. C. Schaeffer was our principal instructor, and not only were the teachers interested in his talks, but the people of Somerset filled the court house to overflowing every session. Professor Hall, of Lancaster, had charge of the music, and made a grand success of it. Professor Little gave valuable instruction in drawing. All pronounced it a week of instruction and enjoyment.

SULLIVAN—Supt. Little: The directors of Fox township have agreed to allow their teachers the time for holding a district institute, as provided by law.

TIOGA—Supt. Cass: Much interest is manifested in the work of local institutes. Directors and patrons, no less than the teachers, are taking hold of the work. We have held two of these institutes, one in Union and one in Ward, both of which were very interesting and profitable. Besides the directors and teachers, many patrons and friends were present, filling the house. The Teachers' Association held its third meeting for the year at Blossburg, November 30th, and was in session two days. Among the notable features of the meeting was the good quality of the papers presented by the young teachers on the programme. During the month I found time to visit the State Normal School at Mansfield. Everything seems encouraging.

UNION—Supt. Johnson: The late county institute is regarded as having been both interesting and practical. Financially it was a success, the old debt having been paid off and a balance of $130 left in the treasury. By a vote of the teachers, Lewisburg was selected as the place for holding the next session. This, no doubt, is as it should be, and yet there are many good and earnest friends of education, all through the county, who desire to have these meetings held at proper intervals in their midst. How shall all be accommodated? I think the solution of the problem lies in the holding of educational meetings in all the towns of the county during the year. Hence it is my purpose to hold local institutes, of from one to two days, in each of the towns or districts of the county.

WARREN—Supt. Arird: A wing has been added to the union school building of Tidioute, making three additional study-rooms, two class-rooms, and a library and reading-room. The grounds have also been enlarged and enclosed by a new fence. The building is heated throughout with steam. Several hundred dollars' worth of apparatus and new books have been placed in the same. The second room in the school building at Wrightsville has been furnished, so that they now have two schools in operation. Freehold has furnished three other buildings in modern style. Six of their teachers hold professional, and three permanent certificates. Their schools are in a more prosperous condition than they have been for several years.

WAYNE: A fine gold watch and chain was presented to Superintendent Larrabee at the late institute session, in evidence of the appreciation of the manner in which his arduous work has been done during the past six years.

WYOMING—Supt. Prevost: The schools are all supplied with teachers, except one. The county institute was held at Tunkhannock during the month, and was largely attended by teachers, directors, and citizens. The degree of popular interest awakened was very great. I again divided the county into local institute districts, and we expect to have interesting meetings for the coming season.

ALLENTOWN—Supt. Landis: We take pleasure in reporting that the high school library, for which we have labored for a year or more, has at last become a reality. By a series of entertainments, held during the early part of the present term, our commencement collection was increased to such an extent that we were enabled to open with nearly 400 volumes, and to add two sets of encyclopedias to our reference library. The selections were made with the utmost care by a committee appointed for the purpose. The plan, by which the funds were raised, makes the library of more than ordinary interest to the pupils, and hence a most valuable auxiliary in our high school work.

JOHNSTOWN—Supt. Johnston: The directors authorized the teachers to hold five district institutes during the term, at the call of the Superintendent. The first meeting was held December 8th, with every teacher present. In calling the teachers together they were reminded that the design of the institute would be subserved only by their coming prepared to ask questions and to give their own views on every topic discussed. Its particular object is to have presented to our teachers, as a body, the methods of instruction as used in our schools, to decide upon and hold fast that which is good, and discard what is faulty. A programme of exercises was prepared

and distributed among the teachers and others a week prior to the meeting. No teacher failed to perform the work assigned. A lively interest was taken in the discussions on the papers read, and in the questions appointed for debate. The programme included papers on "Reviews," "Spelling," "Mission of Bad Boys," and "Literature;" instruction on "Common Fractions," "Geography," and "Elocution;" a class-drill in Language; selections and questions for discussion. Prof. Byron W. King, Curry Institute, was with us, and from his practical talks on Elocution, Voice Culture, etc., we got that which will assist us in several departments of our work.

YORK—Supt. Shelley: Nearly all the educational journals of the country are now received at our reading-room. Teachers exchange, and thus each has the benefit of all. One hundred dollars were expended last month for supplementary reading in the schools. This amount was a direct dividend from the treasury of "The Fountain," our magazine, which is reaching a wide circulation.

PITTSTON — Supt. Conniff: Five evening schools have been established by the board of directors, and the advantages thus afforded seem to be appreciated. The primary schools have had additions made to their supply of apparatus. A course of study has been prepared, and the schools placed on a more systematic basis.

SHAMOKIN—Supt. Harpel: The examinations in the grammar and high school departments at the close of the first term of our school year, showed a marked improvement on last year's work in all the studies of these grades, but more especially in language and mathematics. The schools were closed for a two weeks' vacation on December 21st.

BOOK NOTICES.

GOD AND THE FUTURE LIFE. *The Reasonableness of Christianity. By Charles Nordhoff. Pp. 228. New York: Harper & Brothers.*

The best thought of the world was never more busy than to-day with the vital problems of human duty and human destiny. Our age of unprecedented activity has been called "godless" by some who arrogate to themselves monopoly of things sacred, and exclusive familiarity with the Way of Holiness—of which the prophet tells us "the redeemed walk there." Our schools also are pronounced "godless" by the same self-constituted authority, because they are not under priestly direction and control. But God is working in ways beyond the comprehension of many good though narrow souls; and one of His agencies in these latter days is the general spirit of intelligent inquiry into the reasonableness of "the Faith once delivered to the saints." The book before us is written in attractive style. Though designed more particularly for the youthful reader, it will be enjoyed no less by thoughtful questioners who have for a lifetime been interested in these momentous subjects. "Taking the atomic theory as an illustration in his argument, Mr. Nordhoff shows that while no one has seen or in any other way physically apprehended an atom or a molecule, or can possibly see or apprehend either, yet the defender of this theory supports it because it is not possible to demonstrate the contrary, and also because he finds that it gives a sensible and reasonable explanation and justification of a multitude of well-known phenomena that cannot be explained by any other hypothesis, and is consistent with well-ascertained natural laws. In like manner *he* deduces the theory of the existence of God, and of the reality of a future life, showing that it also finds its explanation and justification in all that is now ascertained of the universe and of human life; that it is in strict harmony with all that we know; and that the opposite hypothesis introduces confusion, and may for that reason be held scientifically to be in the highest degree improbable, at least until some evidence for it shall be produced."

Among the topics treated we find: Who Are You? Necessity of a Living Faith, Faith and Science, Science and the Future Life, Limits of Speculation, Moral as well as Physical Laws, The Bible as a Book, Mystery of Pain, Prayer, Conduct of Life, etc. The book is from the pen of a layman; nor is it written from the standpoint of any theological sect, so far as we know. It discusses such topics, and these in such manner, as to be of more real service to the thoughtful teacher than some other more pretentious works that announce themselves as having been prepared for his special benefit. To such teachers, men and women, as ponder the question of immortality—and none others are worthy to hold place in the school-room—we earnestly commend it.

ELEMENTS OF BOTANY. *By Prof. W. A. Kellerman, Kansas State Agricultural College. Three hundred and fifty-four illustrations. Pp. 366. Philadelphia: John E. Potter & Co. $1.25.*

The various organs of plants, with the diversified forms under which they present themselves, are here described, and their purposes explained; and an interesting study is made of cell structure, and the processes by which plants assimilate food and perform their other physiological functions. In the chapters on Classification, while the *Phænogamia* or flowering plants are given due consideration, the mosses, ferns, toadstools, etc, are not overlooked; and the *Bacteria* and other *Protophyta*, which have, from their wonderful effects on human life and health, occupied so much the attention of scientists in the last few years, are discussed. A part of the book is devoted to *Economic Botany*, or a consideration of those vegetable products which are found in commerce and which supply the daily needs of man. This is a subject hitherto much neglected in botanical text books. Its consideration gives a valuable practical application to Botany, which should greatly increase popular interest in that science. Prof. Kellerman's book is adapted for school use or for independent study.

A BRIEF HISTORY OF ANCIENT, MEDIÆVAL, AND MODERN PEOPLES. *Pp. 632. New York: A. S. Barnes & Co.*

The plan of Barnes's Brief History Series is to confine the political history of a country within as narrow limits as a clear understanding of the subject will admit, in order to make room for some account of the literature, art, religion, and character of its people. The chapters on Manners and Customs, and the Scenes from Real Life, are drawn from careful

study of the monuments in the Museums of London, Paris, and Berlin, and of the ruins in Rome and Pompeii, and, being written in semi-romantic style, are exceedingly interesting reading. Among the many valuable features we note, as specially worthy of attention, the Reading References at the close of each general subject, mentioning the standard works on each period, and the novel Historical Recreations in the Appendix, which combine instruction and amusement. The abundant supply of suitable illustrations and of maps conveniently distributed for ready reference, and a full index, giving the pronunciation of proper names, complete an excellent work.

AN EPITOME OF ENGLISH HISTORY. *With Questions for Examination. By S. Agnes Kummer. Revised by A. M. Chandler. New York: A. S. Barnes & Co.*

This little manual, prepared for the pupils of Edgeworth School, Baltimore, where it has been in use for a number of years, has just been revised by an associate of the original compiler. Within a compass of one hundred pages are comprised all the important facts of English history. At the close of each period are inserted tables of the monarchs belonging to the dynasty treated of. Where merely the facts of English history are desired, as for instancec in a convenient manual of reference, we know nothing better suited to the purpose than this little book, though for class room work we prefer the story instinct with life and motion to the dry bones of skeleton facts. The outline is brought down to the end of the year 1882.

SHORT STUDIES IN LITERATURE. *For the Use of Schools. By Albert P. Southwick, A. M. Philadelphia: Eldredge & Brother.*

In a neat little volume of convenient size for carryrying in the pocket, we have a sort of general review of the literature of our mother tongue on both sides of the ocean. From the breadth of the field covered, we cannot expect much fullness of treatment, but by omitting historical references and criticisms, and by using short pointed sentences, the compiler aims to give an idea who the great writers were and what they wrote. Special features are, Pearls at Random Strung, a collection of short extracts, ranging from Chaucer to Bret Harte, intended for memorizing; a collection of the quotations most frequently met with; and a chapter on the literary habits of authors. A list of the most familiar pseudonyms, and an index, complete the book.

VIRGIL'S GEORGICS AND ÆNEID, VII–XII. *Edited by J. B. Greenough. Boston: Ginn, Heath & Co.*

We have in a previous number of *The Journal* called attention to the first part of this edition of Virgil, containing the Bucolics and the first half of the Æneid, with notes and a vocabulary. The present neat volume finishes the Æneid and gives the Georgics, accompanying the text with copious notes, but without a vocabulary, that in the first volume beiug, we presume, sufficient for the whole of Virgil. In this, as in the former part, where passages are translated in the notes, the main object seems to be to give a rendering in as free English as possible. We like this better in poetry than in the prose first read by students. In Cæsar, our experience has been that the rendering best adapted to beginners is a strictly literal one. A free translation at the start is likely not only to mislead the pupil, but it often fails to make clear the grammatical construction, and to beget that familiarity with the idioms of the language so indispensable to its mastery.

ELEMENTS OF SURVEYING AND LEVELING. *By Chas. Davies, LL. D. Revised by J. H. Van Amringe, Prof. Mathematics Columbia College. New York and Chicago. A. S. Barnes & Co.*

Davies' course of mathematics, though more than a half century old, still holds its own in the educational field. We have here his work on surveying, first issued in 1830, and enlarged in successive editions until it has reached the goodly size of 564 pages. In addition to the elements of the science, the work contains a pretty full discussion of the subject of Magnetic Variation, drawn from papers of the U. S. Coast and Geodetic Survey. In the treatment of the mode of surveying the public lands of the U. S. the official instructions and diagrams issued by the General Land Office have been used. Topographical Surveying, Leveling, and the discussion of Railway Curves are fully treated, while the subject of Mining Surveying has been developed into a treatise of some thirty pages. Appendices fully describing the instruments used by surveyors and the necessary tables complete the contents of the book. It is satisfactorily illustrated, and is printed in clear, large type.

PREPARATORY GREEK COURSE IN ENGLISH. *By William Cleaver Wilkinson. Pp. 294. New York: Phillips & Hunt.*

In an introductory chapter, entitled "Our Aim," the author sets forth the design of this After School Series, as it is called, of which this volume is the first of four, which are "to enable persons prevented from accomplishing a course of school and college training in Greek and Latin, to enjoy an advantage as nearly as possible equivalent, through the medium of their native tongue." It is for this class and also for those parents who, without the benefit of classical training, may desire to supervise the preparatory work of their children in these languages, that this volume has been prepared. Why the author should have reversed the traditional order by beginning with Greek instead of Latin, he does not very clearly show; though for purposes of self instruction in classical literature through the English, it is undoubtedly best to follow the chronological order. In his mode of presenting the subject the author discusses in a general way the land and the people of Ancient Hellas, and the special value of Greek literature. Starting then with the alphabet and noticing the various modes of pronouncing Greek, he proceeds to point out the peculiarities of the leading "First-Books" in use—a chapter of special value to those teachers who have not the means of making the comparison for themselves. The Greek Reader is next treated, the leading extracts being rendered into free English. The Anabasis and Homer's immortal poems, of course, follow. In these the main incidents are related in charming prose, and the finer passages are rendered into verse, sometimes from Chapman or Pope, and sometimes from Derby or Bryant, so that the reader may have the opportunity of comparing the different versions. In the Odyssey he also gives us a taste of the quality of different translations, chief among which is that of Mr. Worsley, an Oxford scholar, who has succeeded in a feat heretofore considered impossible, that of rendering the Odyssey into a fine English poem in the Spenserian stanza. Mr. Wilkinson's style is delightful. It has all the simplicity and vivacity of the French. The reader, when once he surrenders himself to its magic influence, can scarcely lay aside the book until he reaches the end.

THE skill of the painter and sculptor, which comes in aid of the memory and imagination, is, in its highest degree, one of the rarest, as it is one of the most exquisite, accomplishments within our attainment. In its perfection it is as seldom witnessed as in speech or music. The plastic hand must be moved by the same ethereal instinct as the eloquent lips or the recording pen. The number of those who can discern the finished statue in the heart of the shapeless block, and bid it start into artistic life—who are endowed with the exquisite gift of moulding the rigid bronze or the lifeless marble into graceful, majestic, and expressive forms—is not greater than the number of those who are able with equal majesty, grace and expressiveness to make the spiritual essence, the finest shades of thought and feeling, sensible to the mind through the eye and the ear in the mysterious embodiment of the written and the spoken word. If Athens in her palmiest days had but one Pericles, she had also but one Phidias.—*Everett.*

OVER THERE.

D. W. C. HUNTINGTON.
T. C. O'KANE, by per.

1. Oh, think of a home o - ver there, By the side of the riv - er of light, Where the saints all im-mor - tal and fair, Are robed in their gar - ments of white.
2. Oh, think of the friends o - ver there, Who be - fore us the jour - ney have trod, Of the songs that they breathe on the air, In their home in the pal - ace of God.
3. I'll soon be at home o - ver there, For the end of my jour - ney I see; Ma - ny dear to my heart o - ver there, Are watch - ing and wait - ing for me.

o - ver there,

Chorus.

O - ver there, o - ver there, o - ver there, o - ver there, o - ver there, Oh, think of a home o - ver there, o - ver there; O - ver there, o - ver there, o - ver there, o - ver there, Oh, think of a home o - ver there.

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menial services, and would not be entrusted with the care or training of domestic animals, found an open door and cordial welcome from the legal guardians of the developing mind of the State; and were charged, by solemn contract, with the mental and moral culture of the rising generation. And even if examination were faithfully made by directors themselves, or by some educated neighbor, rejected teachers would repair to the next district, or next county, and readily secure employment at average wages, to the great discredit and injury of the system and the profession. It became, therefore, an imperious necessity that some more uniform and elevated standard of qualifications should be provided, and an agent appointed to enforce and protect it. Hence the establishment of the County Superintendency, which is the great feature of the act of 1854.

The first duty of the County Superintendent would obviously be the examination of teachers. But, as this could only enable him to determine their scholarship and theoretical knowledge of the art of teaching, the next step should be the visitation of the schools, to ascertain the teacher's skill and success in the practice of his profession; both of which are essential to the granting of certificates that shall be, in all respects, a true criterion of the holder's professional qualifications. These visitations are also necessary to detect and dismiss incompetent or unworthy teachers; advise with directors and teachers as to the management and appliances of the school, and suggest improvements; to encourage the pupils, and collect statistical and general information for his annual report. He should also organize teachers' institutes, and address public meetings; and should be the local agent and correspondent of the School Department, for the transaction of business, and the better general administration of the system.

Accordingly, we find that in addition to the action of the County Superintendent with regard to graded schools, already referred to, the act requires that officer to "examine all candidates for the profession of teacher, in the presence of the board of directors or controllers, should they desire to be present, to whom they shall first apply in his county;" to grant certificates, and renew or annul the same; "to visit, as often as practicable, the several schools of his county, and to note the course and method of instruction, and branches taught, and to give such directions in the art of teaching and the methods thereof, as to him, together with the directors or controllers, shall be deemed expedient and necessary;" and to see that no teacher shall be employed to teach other branches than those named in the certificate. That if "competent teachers to teach the several branches" prescribed by law be not employed, he shall notify the directors of their neglect, and if they fail to perform their duty, report the facts to the State Superintendent, whose duties in the premises are prescribed. He is also to receive and forward to the School Department the annual district reports and certificates, and prepare and transmit his own report of the condition and prospects of his field of labor.

Thus much for the letter of the law and its evident spirit and design; which do no violence to other parts of the system, but are admirably calculated to invigorate and sustain them. But in subjecting them to the test of practical results, the credit of success, or the responsibility of failure, is at once brought home to the authorities who select, and the persons who are commissioned as County Superintendents.

The election being devolved upon the directors of the county, assembled in convention at the county seat, the choice made would generally be the reflex of their opinions and motives. And as the office was a new one, of which directors had no experimental knowledge, misapprehensions of its true character, and errors in the selections made and salaries fixed, were to be expected, notwithstanding the plain and explicit instructions of the State Superintendent. A new power was sought to be introduced into the system, to imbue it with vitality and arouse its dormant energies; not so much by legal authority and unwelcome coercion, as by the prudent and persuasive personal and professional influence of the incumbent of this important office. The reluctant, mechanical fulfilment of the mere letter of the law, was never intended to be the limit of its operations; nor would such an administration of the office answer the ends of its creation under any circumstances.

The law requires "literary and scientific attainments, and skill and experience in the art of teaching," as essential qualifications for this office. And these—to condense and adopt a paragraph from *The School Journal*—demand that he should be a "practical teacher, as well as ripe scholar; for he is the official head of the profession in the county, and should be able to teach the teacher of the highest branch taught in the

highest school in his county. He should have been active in the educational movements of the county; he should have ability and experience in the conducting of institutes; and should be a ready and fluent public speaker, so as to impart knowledge and information publicly as well as privately. He should possess energy of character and love for the work; for without these, the highest degree of scholastic attainments, of professional skill, and power of expression, will fail, for the great moving forces of the required character will be wanting; but with these present in a large degree, even a medium of qualification in other respects may succeed." He should possess those personal good qualities and accomplishments that win the sympathies and co-operation of teachers, command the respect and confidence of the directors and the public, and will enable him, by a full and faithful, but a courteous and gentlemanly, discharge of his duties, to commend himself and his cause to the favorable regard of the community amongst whom and for whom he is to labor. Aside from special requisites, "the nearer the character of a County Superintendent approaches that of a Christian gentleman, the greater will be his acceptance and success. In a word, the man whom law, experience and the wants of the system demand for this office, is:—A practical teacher, who is also an accomplished scholar and a ready public speaker, with sufficient love for it to undertake, and energy to perform, the great work before him; and the salary should be sufficient to compensate him, so far as money can, for the efficient discharge of so great a labor."

The first election of County Superintendents, in June, 1854, resulted in the choice, in some counties, of gentlemen of superior qualifications, with an adequate or fair salary; in others the qualifications were secured, but the salary small, or almost wholly wanting. In other counties the salaries were full or medium, with partial or general unfitness for the office. And in the remainder, the salaries and qualifications were alike inferior.

In the counties first designated the full work of the office was successfully performed; the largest results achieved; the most ardent hopes of its friends fully realized; and the value and availability of the office established beyond all doubt or controversy. In the second class, a great work was performed at a heavy sacrifice to the incumbent, whose love for the cause was the prompting motive of the service rendered. In the last two there was little progress, or a total failure in the office. To quote from the last report of my immediate predecessor, the Hon. A. G. Curtin: "Counties formerly proverbial for backwardness in educational affairs, have been put up high in the scale of progress, and others, previously much awakened, have been urged on to surprising advances; while on the other hand, some that were considerably aroused have either become stationary or have retrograded; while in a few the people have yet to perceive, even in a pecuniary point of view, the value or necessity of the new office."

Numerous resignations occurred, because the salary did not pay expenses. The late Superintendent found great difficulty, on that account, in properly filling those vacancies by appointment. Changes were made in nearly one-half the counties; and in several, three successive incumbents were placed in the office during its first term.

Yet with all the inexperience, and these special disadvantages of a first great movement, it is undeniable that an impulse has been given to the system without example in its former history, and more progress made in its development during the last three, than in the preceding twenty years.

These results must have a corresponding cause; and although they can be traced to various combined influences, yet a close and candid examination of them all will prove the County Superintendency to be the mainspring of the movement, and essential to the continued prosperity of the system.

The office operates first upon Teachers, in rejecting the incompetent, whenever better ones can be found to take their place: and in stimulating the self-improvement of those who remain, from three motives: 1st. The fear of subsequent rejection; 2d. The protection afforded by the office against competition with unqualified teachers; and 3d. The hopes inspired by the increasing respectability and pay of the profession; the last two operating powerfully in bringing into the schools an entirely new class of teachers, of a higher character, who have prepared themselves for this work, and desire to make it a permanent business. All are, or ought to be, largely benefited by the County Superintendent, through the agency of teachers' drills and institutes.

To directors it furnishes a professional agent and adviser, with whom they can profitably co-operate, and whose services are of great value in the general improvement of the school affairs of the district.

With parents and the public at large, the

public addresses and the personal influence of the Superintendent awaken an interest in the cause of education that re-acts with most salutary and gratifying power upon the schools, and removes numberless difficulties from the path of directors and teachers.

The synopsis of results presented by Mr. Curtin's last report, is as applicable now as then, but with increased emphasis. It, however, applies only to well administered counties.

"1. Organized, well attended and efficient institutes and associations by teachers, for self-improvement.

"2. Largely increased interest by directors in the duties of their office.

"3. Improvement in school houses and furniture.

"4. Great increase in uniformity of text-books, and improvement in classifications.

"5. The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

"6. Increase in the salaries of teachers, and in their standing and influence as members of society.

"7. Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

"8. More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State for the intellectual culture of their children.

"9. Numerous public examinations and exhibitions, at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye."

To this may now be added:

10. Strong emulation not only between neighboring schools and districts, but between neighboring counties, and different and distant sections of the State.

11. Marked improvement in the *methods* of teaching, and more interest in the literature of the profession.

12. A pervading consciousness of the necessiy of more and better means for the education of teachers, as such, and a determination to secure them at the earliest possible period.

It is not pretended that the single-handed, unaided efforts of County Superintendents have accomplished these results. That would be absurd, and would require superhuman powers. Aside from its specific duties, and the fact that it is an indispensable link in the chain of supervision, connecting the head of the system with the extremities, the great value of the office consists in the anxiliary forces which it stimulates to action. Its incumbent is the leader of the educational forces of the county, around whom school officers and the friends of education can rally, and with whom they can unite in support of the system, and the furtherance of its interests; and, as the fruits of such united influence, teachers be improved and encouraged; the best men elevated to the office of school director, and their hands and influence greatly strengthened; parents aroused to a stronger sense of their duties and responsibilities; the community interested, and prejudices removed; and in the end, the sustaining and powerful influence of an enlightened public opinion brought to the support of this public system of education, that shall make it impregnable.

But the leader should be the first to move, and the most active and capable in the work. And in this aspect it is plainly evident that the success of the office depends upon the man who fills it. The man must make the office, not the office the man. It can readily be seen, therefore, that the right man and the best man in the county should be placed in it; and, independent of the salary, how directly the failures which have been made are owing to the failure of directors to honor the fittest man with their suffrages; or the inability of the county to furnish a candidate really competent for the office.

It is also palpable that the office is not a mechanical appendage, that can be lopped off at pleasure without injury to the system. Its functions are vital, and interwoven with the whole fabric of the system.—*Report, 1857.*

STATE SUPT. CHAS. R. COBURN.

The office has now been in operation twelve years, and its good results are apparent to all who are unprejudiced. The directors, teachers and the people now understand what kind of men are needed to stand at the head of and direct the educational interests of the counties of the State; and as it is supposed that such men as are required are to be found in every county, none but the best men should be selected.

A County Superintendent should be in scholarship equal, if not superior, to any of the teachers of his county. This is necessary, in order that he may be able to examine them in all the branches that may be required to be taught, and also that he may intelligently inspect all the schools in the various departments of science pursued. Without this superiority of scholarship, he cannot command the confidence and respect of those with whom and for whom he is to act. He should be thoroughly versed in the elementary departments of the sciences that are required to be taught in our common schools. It is not enough that he be a

superior scholar, as that expression is usually understood; he should be perfectly familiar with the elements, as well as with the higher departments and the more abstract sciences.

He should be a practical teacher, or he should have been such within a few past years. This the law requires, as pointedly as it does that he be a man of learning. The words of the act are,—the directors shall select "one person of literary and scientific acquirements, and of skill and experience in the art of teaching." A person, therefore, who has never taught, or who has not been closely identified with the common school system for the last eight or ten years, should not be selected.

Such an individual's thoughts have been upon other subjects, and whatever his literary attainments may be, he is not the man to put in charge of our educational machinery. Our system is a progressive one, and it has made great advance and secured great results, while he has been standing still, or retrograding in school affairs. Such a man cannot take hold of the system as it now is, and carry it forward as it should be conducted.

The County Superintendent ought to be an earnest, energetic, zealous, working man, who has kept pace with the educational improvement of the age; a man who understands the history of our system, and who has read, to some extent, the history of school systems of other States. While he should be cautious not to introduce new things, because they are new, he should also make use of all real improvements for the benefit of the schools. He should not be a politician, in the general acceptation of that word;—that is, he should not be a man who, by his active participation in party strife, and petty political wrangles, has rendered himself odious to those who do not belong to his party. The doings of this officer are to influence all parties upon a subject of vast importance to the well being of the State. He is to operate with the youth of the Commonwealth, not of a party; and he should therefore be a man in whom all have confidence as a person of honesty of purpose, how much soever he may differ from them upon questions of State and National policy. If he be a working, intriguing politician, he cannot secure the confidence, and good-will, and co-operation of all classes.

In order that the Superintendent may be able to do the greatest amount of good, he must have the confidence and support of the teachers of his county; without this he will, to a great extent, be powerless. They must feel that he is their friend—that, although he is often obliged to refuse their requests, he does it from a sense of duty, rather than from a desire to wound their feelings.

The Superintendent should be an easy, ready speaker. It is of importance that he be able to present the cause, of which he is for the time being the exponent, in such a way as to interest and instruct an intelligent audience, and arouse the people to an appreciation of the importance of the interest which he represents.

Men should be selected for the position, who are willing to give all the time to the duties of the office that is requisite for the best interests of the schools in the county; men who will watch with sedulous care the interests of the cause of education, and be ever ready to act with, or rather to lead the friends of the cause, whenever good can be accomplished. No man should be elected, merely because he is worn out in another profession, or because he can use the superintendency as an introduction to something more lucrative, or that will, after awhile, bring him more prominently before the public. Disappointed politicians, worn out clergymen, or physicians, or attorneys, or gentlemen of leisure, are not such men as are needed to take charge of the Common School System of this Commonwealth.

Let the best men be elected that can be found in the several counties of the State, and our noble school system will be safe in their hands, and a steady advance will be made from year to year. But on the other hand, if party strife, or personal favoritism, or local differences, enter into and determine the election in any of the counties,—in such localities we may expect to see the schools poor, the people uninterested, and the whole system unpopular.—*Official, 1866.*

STATE SUPT. J. P. WICKERSHAM.

Superintendents of Schools are to be elected on the first Tuesday of May next, in all the counties of the Commonwealth. Scarcely any other election should so deeply enlist the interest of the people. We can afford bad government anywhere else better than in respect to our schools. Good schools make good citizens, and good citizens are necessary to the very existence of a State. Pennsylvania has 900,000 children in her common schools, and more than $6,000,000 are expended annually for the purpose of instructing them. Whether these children shall be well instructed or otherwise, whether this vast sum of money shall

be well or ill applied, will depend in a good measure upon the officers who shall be placed over the schools at the coming election. Let whole communities see to it that the best men shall be chosen.

County Conventions of Directors will be called to assemble at the respective county seats, by the county superintendents now in office. The best place for meeting is generally the Court House. City and borough conventions will be called by the proper boards of directors or controllers, in the manner prescribed by law, in their usual place of meeting. The directors of cities and boroughs that elect superintendents of their own cannot take part in the county conventions. The law does not say at what hour the conventions shall assemble, and the local authorities calling the conventions must fix it to suit local circumstances. One o'clock, p. m., is generally adopted as the most suitable hour. It would be well for the directors of cities and boroughs entitled to elect a superintendent, but not now having one, to determine the question whether they will elect such an officer, at a preliminary meeting.

The convention should organize by electing a president and secretary. Vice presidents and assistant secretaries may be elected, if desired. County Superintendents generally have in their possession full lists of the members of the different boards of directors in their respective counties; and when this is the case, a list with the districts properly designated should be handed by each of these officers possessing such list, to the president of the convention. It should be read, in order that all errors may be corrected, and that it may be known who are present. If the county superintendent cannot furnish a list of the directors, some one from each district represented should hand to the president the names of the directors in his district, from which the secretaries should prepare a roll, and this, when called, will show who are present. In voting, the name of each director must be distinctly called, and his vote recorded: that is, the vote must be taken by *yeas* and *nays*. It requires not only a majority of the directors *voting*, but of those *present*, to elect a superintendent.

Knowing who are members, the convention is prepared to fix the salary of the office of County Superintendent for the coming term of three years. It will be found best in nearly every case to fix the salary before electing the officer. If several sums are named, the vote shall be first taken upon the highest, but if a majority of directors do not vote for that sum, then the vote should be taken upon the next highest, and so on, until some sum receives a majority vote. This done, candidates for superintendent can be nominated and voted for, until some one receives a majority. Nothing further is then to be done, except for the president and secretary to make out and sign the certificate of election, and forward it to this Department. Blanks for this purpose will be placed in the hands of the several county superintendents and the secretaries of school boards in all the county-towns.

The following questions should receive careful consideration at the hands of the members of a convention which is about to elect a superintendent of schools: *What qualifications should a superintendent of schools possess?* and, *What salary should be paid him?*

In answer to the first question, it may be said that such a superintendent should possess certain

Physical Qualifications. — No one can properly discharge the duties of the office who is not in the enjoyment of general good health. Especially is this the case with county superintendents who have to visit schools in rural districts, and are consequently much exposed.

Intellectual Qualifications.—As a test of intellectual qualifications, the law renders any one ineligible to the office of superintendent who does not possess one of the following documents: A diploma from a college legally empowered to grant literary degrees; a diploma or state certificate issued by the authorities of a State Normal School; a professional or permanent certificate, issued at least one year prior to the election; a certificate of competency from the State Superintendent, or a commission as a county, city or borough superintendent. In addition to the intellectual qualifications usually indicated by the possession of documents like the above named, a superintendent of schools should be a broad, liberal thinker, a good speaker, a man of tact and marked administrative ability.

Moral Qualifications.—The law says no person shall be eligible to the office "unless he has a sound moral character." The very letter of the law should in this respect be adhered to, and will be, so far as this Department is concerned. Nor is it sufficient for a superintendent of schools to be guiltless of any gross "immorality." He should be a positive worker for good; if

possible, he should have all the moral qualities implied in the noble expression, "a Christian gentleman."

Professional Qualifications.—It is provided in the law, that a person cannot hold office as superintendent of schools unless "he has had successful experience in teaching within three years of the time of his election." The *spirit* of this provision is, that a superintendent must be a professional teacher—not a lawyer, doctor, minister, or a member of some other profession, desiring to hold the office until a way opens to engage in something else.

The office of Superintendent of Schools belongs to the teachers, it has to do with teachers, and should always be filled by a teacher. If directors can find in a county a teacher devoted to his profession, who always attends institutes, who reads works on teaching, who advocates common schools, who, like Richter, "loves God and little children;" who, in short, is something of an enthusiast in his work—he, in all probability, is the man to make a Superintendent, even though he has not been to college.

There are difficulties, it must be acknowledged, in the way of fixing the salaries of County Superintendents by law; and perhaps, after all, the Directors who compose the Conventions that elect them, knowing all the circumstances as they do, the number of schools, the size of the county, the nature of the surface to be travelled over, the length of term, the cost of living, the amount of time necessarily occupied by the Superintendent in the discharge of his official duties, are the parties most likely to fix the salaries upon an equitable basis.

Superintendents ought to be paid liberal salaries. Their work, when well done, is both delicate and difficult. Good officers can hardly be paid too much, and we had better have none at all than poor ones. The judges of our courts receive $4,000 a year; other county officers in many counties receive even larger salaries; why should not well-qualified superintendents of schools be as liberally paid? In view of the whole subject, school directors are most earnestly advised to elect as superintendents the very best men in their several counties whose services can be obtained, have it understood that they are to devote their whole time to the work of the office, and then pay them well for what they are required to do. It is in this way and in this way only that the office can accomplish the greatest good.

Official, 1878.

THROUGH THE CHILDREN.

BY ANNIE A. PRESTON.

ALL the real reform is to come through the children, however unwilling some of the rooted and grounded in opinion are to admit it. The earliest influence, the real basis of character, is in the home; yet how many homes there are, sad to say, where no thought finds entrance of anything higher and better than the mere keeping of body and soul together, or, where this matter of sustenance and shelter being provided for, the problem—"Wherewithal shall we be clothed?" is of all-engrossing importance. Therefore, the real basis of reform, reaching with its enlightening power through the law of compulsory education out into all classes of society, is the primary and grammar school in the towns, the common district school in the country.

Do not belittle the position of these teachers. How much depends upon the influence they exert upon the absorbent young souls that for thirty hours a week they have in their keeping! This subject of how we are to get at the *boys* and *girls*, to influence them for good, weighs prayerfully upon the hearts of hosts of thoughtful men and women, some of them not too old to remember the gentle moulding touches that incited within them the endeavor to make their own lives useful in the world.

Of course, it is impossible for a law to be enacted that all common school teachers in our land should be Christians; yet I am not alone in the opinion that any person not a Christian is unqualified to be a teacher of children.

Too little is said in regard to this matter. Pastors and Sunday-school teachers are not as persistent as they should be in impressing upon the young people under their charge the importance of confessing Christ before men. Young people have a habit of thinking, "O, I can be a Christian without committing myself by making a confession. Church membership is not essential to being a Christian."

Now the fact is, though trite, that in religion there are no non-essentials. Jesus himself, whom we all, without regard to denominational bias, acknowledge to be our Master, points out the way. In obeying Him, the longing for something better, ever reaching up in the human heart, has something to rest upon and cling to, and is stimulated instead of being smothered and crushed out by inaction.

How many young people we should find, if all would be truthful in relating their religious experiences, who would confess that there had been an awakening time in their hearts, that they *believed*, and came to a dead stop there, thus sinning against God—against themselves, and wronging every one with whom they come in contact.

Is there no friend brave enough, wise enough, and loving enough to say to such ones, Come now; step into your place; do not try to live a secret Christian; let your light shine; come into the church to be helped and to help; when you have come out on the Lord's side, and enlisted in His army, with a determination to make your work tell for His honor and glory, you are fit to take charge of immortal souls in a common school, and not till then.

Now this is not merely "goody-goody" talk. I am not magnifying the office of common-school teachers when I say that such work is like a shoot that is to take root and grow and branch out all through eternity. There is no end to the growth of a seed planted in the heart of a child. A teacher should realize this, and understand that she can be a safe guide no farther on than she herself has been.

With a teacher who is a Christian, the morning devotions mean something. Anything more than a mere form to the teacher soon becomes so to the pupil. Heartfelt interest is contagious. And here I wish to suggest a matter that for some time I have endeavored to press among my friends, and have found that wherever tried it has borne fruit. It is that the chapter containing the daily matter in the International Sunday-school lesson be read as the Scripture for the day; the teacher in a few pleasant words, showing the connection between the verses for the day and the Sunday-school lesson. I believe many might be interested in the Sunday-school in this way without interfering in the least with regular school-work.

In one school where there was a majority of Catholic children, several of whom refused to repeat the Lord's Prayer, they were conciliated by the teacher's saying kindly: "I will excuse you, because I see that you do not understand that your God is our God, and this Jesus is the same to everyone, and that our Bibles differ very little. I will read in your Bible if you will bring it tomorrow." They could not endure the charge of ignorance, and joined in the devotions, and thereafter asked questions in regard to the lesson as freely as the Protestant children.

The common school teacher should, too, be a Gospel temperance worker. Every common school should be an organized temperance band. Of course, a teacher who is not a Christian will not plan to have all the exercises of the school,—the songs, the recitations, the compositions,—all tell upon the moral and religious character of her pupils. And yet when determined upon it, it can be done with comparatively little trouble to the teacher, and fills the child's susceptible heart with thoughts and suggestions that give a healthy foundation to the forming character.

I heard an earnest Christian lady say that her parents were not Christians, and that she never had but one teacher who was a Christian; and that, although she was but six years old when she was under that sweet lady's tutelage, some of her prayers, explanations of the New Testament, setting forth the beauty of gentleness, kindness, and forgiveness, were still fresh in her mind, and had been all those years like leaven in her heart.

On the opposite, I heard of an extremely beautiful young woman who taught a winter school in a populous country district, where dancing and card-playing were the stock amusements of the vicinity. Nearly every evening she was up till a late hour at ball or party, and consequently was very weary before the term closed. One noon-time, in talking with her pupils, some of them older than herself, she said: "I was nearly tired to death last night; it seemed as if I should drop, every figure. At last Fred Kneeland went down to the bar-room and brought me up a hot rum-punch, and I drank it and danced like a feather for another hour." Ringing her bell to call her school to order, the first exercise was singing, as usual, and she struck up the well-known temperance song, "Sparkling and Bright." The large boys and girls looked at each other and smiled, and soon a general laugh broke the quiet of the school-room, and a cute little girl on the front seat raised her hand and piped up: "Please, teacher, can't we sing, 'Where's the old gray goose, I wonder?' 'Sparkling and Bright' don't sing good with rum punches." The influence exerted by that beautiful, fascinating, but unprincipled girl still follows many of her pupils of that winter, so much easier is it to sow the seed than to kill out or uproot the growing plant.

Christian superintendents should think of all these things in examining teachers, and other things being equal, the Christian

teacher should be given the preference. There would be no more favoritism in this than is often used in refusing the plain-faced, poorly-dressed girl in favor of the pretty, stylish, pert Miss with not half the adaptability for teaching; and that is often done, as the initiated have reason to know.

N. E. Journal of Education.

UNCOMMON PROCEEDING.

"HOW cold it is growing," said Miss Wait, the teacher of the common school in the then brisk little manufacturing village of Shattuckville, Franklin county, Mass., as she tied on her soft blue hood, buttoned her warm flannel cloak, looked at the window fastenings of the not over commodious or attractive, but snug school-room, locked her desks, and carefully shut the damper of the air-tight wood stove, preparatory to quitting her domain of labor for the night.

As she picked up her rubber overshoes and stooped to draw them over her shapely kid boot, she cogitated: "Oh, dear! Tommy Howe's red toes sticking so pathetically through those old gaping shoes fairly haunt me. I wonder if, in all this prosperous, busy village, there is no way of getting that poor child decently clad. I must think it over and see what I can do about it."

Twenty-four hours later the leading man of the village, and the owner of the little factory there, who, years before, when a poor boy, had stranded down from Vermont to this little hamlet, eccentric and brusque, kind-hearted, keen-eyed, and observant of all that was going on within his domain, was walking along the street and met a bright-eyed and sprightly lad of ten speeding ahead with that amusingly unconscious, consequential air that a boy carries with his first brand-new pair of boots.

Old Sam Whittier, as this gentleman was familiarly called, not by reason of advanced age by any means, but because of his supremacy as the mill owner and employer of all the help in the hamlet, took in the situation at a glance, and called out to the absorbed child:

"Hullo, youngster! where d'ye get them fellers?"

"Teacher gave them to me, sir," and the lad's tattered cap came quickly off, and he stood with it in his hand.

"Does she buy boots for all the boys in the school?" was growled out.

"Guess not; but she bought Joe Briggs a speller and Jane Cass an arithmetic, and she gives away stacks of slate pencils and paper and ink, and such."

"What made her go and buy them boots for you?"

"She said she wanted to, sir; and when I said I had no money to pay her for them, she said she would rather be paid in perfect lessons; and I will try to pay for them in that way, you may be sure, sir."

"Pretty good sort of a teacher, is she, bub?"

"Oh, yes, indeed, I guess she must be the best teacher that ever lived, sir—she tells about so many things that we never knew before; and she wants us to be good and honest, and not tell lies, and she says we shall be men and women by and by, and she wants us boys to know something, so we can own factories our own selves some time. The other teachers we've had only heard our lessons and let us go; but she's so different!"

"Well, bub, I shall have to think this business over a little. Now run along, and go to scratchin' over them perfect lessons. I don't suppose you'll find a person in Shattuckville a better judge of perfect lessons, or how much they are worth, both to the teacher and to the scholar, than 'Old Sam Whittier.' So, bub, look after your books, and I shall look after you."

The next morning a little note, written in a coarse business hand, was dispatched to the teacher by the hand of one of the children. It ran as follows:

"MISS WAIT: I have heard of some rather uncommon proceedings on your part as a teacher toward your scholars. I would like to inquire of you personally as to particulars. Will you do me the favor to run over to my house directly this afternoon.

"SAMUEL WHITTIER"

"What can I have done?" thought the little teacher, in such a perturbed state of mind that she corrected Johnny Snow's mistake in his multiplication, by telling him seven times nine was fifty-four; indeed, she let the mistake go so long that every little hand belonging to the second primary class was stretched up in a frenzy of excitement. "Let me see; what is it I have done the past week? I switched Bobbie Baker pretty smartly, to be sure—and I kept Sam Woodruff after school—and I kept Marion Fisk in from recess for whispering; but I must keep order. Well, dear me, I have tried to do my duty, and I won't worry;" and Miss Wait resolutely went back to "seven times nine," and so proceeded in the usual routine. But she ate no dinner that noon, and had a decided headache as she crossed the big bridge over the mill stream and over the hill to the mill owner's residence.

"I shall not back down in any thing where my clear duty and self-respect are involved," thought she. "I have set up a certain idea as to what a teacher of these little common schools ought to be, and I will, God and my mind, good courage and health not forsaking me, bring myself as near to it as possible. Moreover, I will not consider, in the premises, whether the scholars are children of the rich or learned, or of the poor or ignorant. For the time being God has placed in my care ragged, dirty little wretches of a factory village, as well as clean, well-dressed, attractive children."

"Good evening, good evening, ma'am," said "Old Sam Whittier," in his gruff way, meeting the teacher at the door. "As I said in my note to you, I heard to-day of some rather uncommon proceedings on your part. I saw, ma'am, little Tommy Howe in a new pair of boots this morning. Do you know how he came by them?"

"I bought them for him, Mr. Whittier," wondering whether the local magnate suspected the poor child of stealing.

"Oh, you did. Are you in the habit of furnishing your scholars with such articles? Was the providing of boots a part of your business contract with the committee? If it was, I can put you in the way of buying boots at wholesale in Boston, where I get my supply for my store."

"It will not be necessary, sir," replied the teacher, with dignity. "I thank you for your kind offer, however."

"Why do you furnish boots in this particular case, if I may inquire?"

"The lad is very poor. His mother has her hand, heart and brain full with the smaller children. Tommy is learning rapidly; I see marks of rare intelligence in him. It would be a pity to have him taken out of school at this time when he is so much engaged. Should he continue coming clad as he was, in such weather as this, he would be ill soon. I could not take the risk in either case."

"Are you able to let your heart get the better of you in this way?"

"I have my wages only," replied the young woman, still with dignity.

"Then you probably will have to retrench not a little in own expenses."

"If I do, it will harm no one's purse or pride but my own. In this instance it may be the matter of a pair of gloves or an ostrich tip with me. With him the little act may make a difference that shall be lasting through time and eternity."

"You have been attending that school over at South Hadley, I hear."

"Yes, sir."

"Have you been through it, or graduated as they call it?"

"Oh, no; I have attended but two terms. But I am fully determined to complete the course."

"Hum—all right. Miss Wait, you seem to be doing some good work among the children over the river there. I am going to think it all over; but look here—if any more of those little rascals need boots, let me know. I shall consider it a privilege to provide them. You know I can get them at wholesale—ha! ha!" and the now greatly relieved teacher's interview with the mill owner ended.

"If she goes on teaching on and off, and then taking a turn on and off, at Mount Holyoke, she can't graduate for years to come," ruminated "Old Sam Whittier" as he watched her tripping on over the hill; "it's ridiculous."

And so it came to pass, when Miss Wait was paid her meager salary at the close of the term, she found in the envelope containing the order on the town treasurer a cheque with a slip of paper pinned to it reading thus:

"This may be an uncommon proceeding; but I thought it over, and have come to the conclusion that you had better go right along in your studies at South Hadley until you graduate. After that, with your pluck and principle, you will be able to invest in boots or books, or in any other way you see fit.

"Very truly yours, SAMUEL WHITTIER."

I leave this true little sketch without comment. It carries its own lesson, both to struggling young teachers with heart and brain, and to prosperous men of affairs who may lend a helping hand to deserving ones.

MAKING THE PROGRAMME.

THE making of the programme in an ungraded school is a duty that cannot be thoroughly performed without "some fever of the brain." On its proper construction depend, in large measure, the order and efficiency of the school.

If the programme is not well made, a variety of evils may follow: (*a*) The time of the teacher may be divided into bits, and thus frittered away. It is not an unknown occurrence for a country teacher to hear forty classes daily, and there are few who do not hear more than necessity demands. (*b*) The teacher's time may not be well apportioned among the several classes. Some recitations may rob others of the time due them, thus causing therein poor work and dissatisfaction. (*c*) The study hours of pupils may be so badly arranged that perpetual mischief is bred. (*d*) Certain pupils may not have a sufficient number of recitations, when the teacher is subject to the criticisms of the parents. (*e*) There may be an uninteresting and illogical arrangement of studies, thus detracting from the interest of the school.

It behooves the teacher, therefore, to study carefully every one of the many phases of the subject which present themselves when a programme is to be made, and to utilize any assistance that may be at hand.

Every school differs from every other, in greater or less degree, and a programme made for one will rarely exactly fit any other in all particulars. It should be "adapted, not adopted." However, the ends to be secured are usually so nearly the same that the construction of any programme may be guided by certain fixed principles, some of which may be stated as follows:

1. *Keep the number of classes as small as possible.*

2. *Give every child an opportunity to recite at least four times a day, especially in the lower grades.*

3. *Allow reasonable time for study between recitations.*

4. *Let the most restless class recite when disorder is most likely to occur—generally at or near the close of each half-day session.*

5. *In fixing the length of a recitation period, consider the age of the pupils, the size of the class, and the nature of the study.*

The permanent organization of the school can be effected only after the teacher knows, in the main, the natural and acquired ability of the pupils. This known, an ordinary ungraded school of forty or fifty pupils will, with a little management, divide easily into four grades, or four grades besides the chart class. These may be designated by the letters A, B, C, and D. If another grade is needed, let it be known as the Chart Class.

The teacher should now determine what branches he will teach. He may with safety set down reading, arithmetic, geography, grammar, history, spelling, writing, and perhaps one advanced study. His next and most important consideration should be, how many classes in each he will have.

If the school is a large one, the classes in the Third Reader and above need recite but once a day in reading. Some one of the books in a series may be omitted for any given term, so that there may be but four grades besides the beginners in this subject. If two of the grades recite twice a day, and the chart class three times, there will be nine recitations in reading daily.

In arithmetic, the A and B classes may have written arithmetic, while the C and D classes, or all who cannot work in A or B, may be united in oral and written arithmetic. The chart class should have a number lesson each day. There will thus be four recitations daily in arithmetic.

There need not be more than two classes in geography. The A and B classes may unite on advanced work, or better, the A class may drop this branch for history, leaving the B and C classes to unite. The other work may be general in character, with recitations from maps. It should be largely oral, and may consist of naming and bounding natural and political divisions; naming and locating capitals and chief towns; rapid sketching; locating and naming in order oceans, bays and gulfs, capes, mountain ranges, rivers and river systems; naming products to be expected in given climates; learning interesting facts concerning nations, places, and peoples.

The grammar may also be disposed of in two classes. The first of these should pursue the study of technical grammar, while the second should recite in language lessons. I am well aware that many teachers not only do not teach language lessons, but do not even possess books treating on this subject. I am equally well aware that any teacher who neglects this study will not long be recognized as first-class. Some of the good books on this branch are named in the note below.*

The spelling in the lower grades should be conducted in connection with the reading. The remainder of the school should be divided into two classes, and both heard at the same time. This may easily be done for the written work, the teacher pronouncing to both classes. A few minutes may then be given in succession to each class for assignment and oral work.

The writing may be similarly managed, the school being divided into about two grades.

To secure a proper consideration of the amount of time to be allotted to each recitation, the following plan is suggested: Place the names of classes to be taught in column, and after each the amount of time deemed ample in order to secure good results. The estimated time, and that finally fixed upon, should, for convenience, be multiples of five. Add the several amounts estimated, and deduct from the sum the time actually at command. This will be found, by substracting recess time, usually thirty minutes, from six hours. Correct the first estimate by deducting in small amounts, from the several recitation periods, the excess of the estimated time over that really at the teacher's service. The scheme will appear something as follows:

		Est'mt'd Time.	Cor'ctd Time.
Opening Exercises		15	10
Reading	A Class	25	20
	B Class	20	15
	C Class (twice)	30	25
	D Class (twice)	30	25
	Chart (three times)	45	30
Arithmetic	A Class	25	20
	B Class	25	20
	C & D (oral)	20	15
	Chart Class (numbers)	15	10
History Class		25	20
Geography	B, with pupils from A & C	25	20
	C & D (oral)	20	15
Grammar	A, with pupils from B	20	20
	B & C, Language	20	15
Spelling	A & B, C & D	20	20
Writing	A & B, C & D	25	20
General Exercises		15	10
		420	330

*Swinton's Language Lessons, Harper & Bros., New York; Elementary Lessons in English (Teacher's edition), Ginn & Heath, Boston; Normal Methods of Teaching, Normal Publishing Co., Lancaster, Pa., (a useful book on teaching in general; price $1.50); A Shorter Course in English Grammar and Composition, Ivison, Blakeman, Taylor and Co., 753 Broadway, New York. It is desirable that the chart class be instructed in elementary language lessons.

Next follows the arrangement of the order of the recitations. The following programme may easily be adapted to the wants of almost any country school:

Hours.	Minutes.	Classes.
A. M.		
9	10	Roll Call and opening Exercises.
9–10	10	Reading, Chart Class.
9–20	15	Reading, D.
9–35	15	Reading, C.
9–50	20	Arithmetic, B.
10–10	20	Arithmetic, A.
10–30	15	RECESS.
11–45	10	Language, Chart Class.
11–55	15	Arithmetic, C & D.
11–10	15	Reading, B.
11–25	15	History.
11–40	20	Writing (two classes).
12	60	NOON.
1	20	Roll Call. Geography, B (A & C).
1–20	10	Number, Chart Class.
1–30	10	Reading, D.
1–40	10	Reading, C.
1–50	20	Reading, A.
2–10	15	Language, C (B & D).
2–25	15	RECESS.
2–40	10	Reading, Chart Class.
2–50	20	Grammar, A.
3–10	20	Geography, C & D.
3–30	20	Spelling (two classes).
3–50	10	Closing Exercises.

Suggestions: 1. Let the teacher direct the study of all the smaller pupils at least. The chart class may be set at slate-work for reading, spelling, and writing; or set to arranging objects—sticks, beans, pebbles, etc., in connection with their number work.

2. An arithmetic class may be preparing problems at the board or on their slates during the recitation immediately preceding their own.

3. I am aware that custom makes the chart class recite four times a day in reading, and ignores all such things as number and language lessons. It is a tradition that nothing, however good and sensible, can be done in the country that has not been done there for ages. This, I am sure, is an error, and it is earnestly recommended that the teacher prepare himself to teach number and language lessons. Lacking other suggestions in these latter lessons, the teacher may employ his chart class on talking exercises, on memorizing choice bits of simple poetry, on learning many facts, such as the names of the days of the week, of the months of the year, of the president and governor; the names of the state, county, and town in which the school is taught, etc.

American Educator.

FALSE SHOWING OF ILLITERACY.

BY STATE SUPT. ELLIS A. APGAR.

IN an address on the "Evil of Illiteracy," delivered by the Rev. Joseph Cook, extracts from which were printed in the Pennsylvania School Journal for May, 1883, I find the following astounding statement: This nation (the United States) is now charged with the education of 18,000,000 of children and youth. Of these 10,500,000 are enrolled in public and private schools; 7,500,000, or five-twelfths of the whole, are growing up in absolute ignorance of the English alphabet. Commenting on these figures, he asserts (to quote his own words), "that instead of being, as a whole, at the front of the educational advance of civilization, our proud nation is gradually dropping into a laggard place."

Senator Blair, of New Hampshire, in a speech delivered in the United States Senate, advocating national aid for our public schools, gives elaborate tables showing the condition of the public schools in the several States, and claims that the State school systems are defective, and that large numbers of our children are growing up in absolute ignorance. He says: "I am able to give the country the cold steel of reliable statistics." Among the statistics given is a table showing the school population, enrollment, average attendance, and percentage not enrolled for eighty-five cities. Jersey City, Newark and Patterson are included in this table. I quote, in the Senator's own words, the conclusions at which he arrives after the study of this table.

These cities, he says, contain an aggregate school population of 2,052,923, of whom 1,302,776, or three-fifths, are enrolled; that is, are more or less instructed during the school year, while only 858,533, or two-fifths, fully avail themselves of the advantages provided, and more than one-third never enter the school-room at all. Some of these may attend private schools, but not a large proportion, for the whole number of pupils in private schools, out of a total of 15,303,535 in the country is only 567,160. In thirty-four of these cities from 50 to 82 per cent. of the chidren are not enrolled at all; that is, they will never know how to read or write. (This list of thirty-four cities includes Newark.) New York has a school population of 385,000, of whom 270,000 are enrolled, 114,000 are not enrolled at all, and the average attendance is but 132,000.

The average attendance in Cincinnati is 27,000, less than one-third the whole number, while 51,000 are not enrolled at all. It does not relieve this dark picture to say that these must be in private schools, for out of the school popu-

lation of the entire State, numbering 1,043,320, only 28,650 are in private schools. Of these, probably not more than 10,000 can be found in Cincinnati. There are more than 40,000 children, then, in that great city to-day who are growing up in ignorance as dense as that of the jungles of Africa, while they are subjected to the influence of the sharpened culture of civilized vice. Yet Cincinnati is one of the best of our great cities, and Ohio is a model State.

Chicago enrolls less than half—43 per cent.—of her children in the public schools; less than one-third are habitually in school; 77,473, or 57 per cent., never attend at all. Very few of these receive instruction in private schools. St. Louis has a school population of 106,000; 55,000 are enrolled; 36,000 is the average attendance; 50,000 are growing up in the savage state aggravated by those capacities for proficiency in evil which come from contact with civilized depravity. Milwaukee has 38,000 children of school age; the average attendance is 11,000; 20,000, or 55 per cent., are not enrolled, and all, or nearly all, of these might as well have been born in a heathen as in a civilized country, so far as schools are concerned.

This seems incredible, but these are the figures. They ought not to lie, for we have paid for accuracy and completeness. At this rate, before another census, we shall have passed the line, and there will be more children in this country out of the schools than in them, and before half a century ignorance and its consequences will unquestionably have overthrown the Republic. We have reached the crisis of our fate. But it is useless to specify these deadly instances. The cities of our country have been our pride. Behold the awful record. The revelation of these facts ought to overwhelm us with shame.

In this address there is nothing that modifies, in the slightest degree, the above sweeping statement.

This is a dark picture these gentlemen have drawn for us, and the only remedy that is sufficient to cure the evil, they say, is National Aid to Education. They assert that the States have failed in their attempts to educate the children, and that now the government must step in and grant the necessary assistance. In the Senator's entire address urging national aid there is but this one reason given, viz: the present and growing illiteracy of the country.

On a certain occasion, at a meeting of scientific gentlemen, the question was asked why it was that a tub of water with a live fish in it weighed no more than the tub of water without the fish. Various theories were advanced and discusssed, when finally a young man in the association ventured to ask if the statement made was true. Emboldened by the young man's example, we are disposed to ask, Are these statements made by Senator Blair true? We will at the outset seek an answer to this question, although the honorable Senator tells us that he gives us "the cold steel of reliable statistics;" "that his figures ought not to lie, for he has paid for accuracy."

It has been our proud boast that we are foremost among the nations of the earth in this work of education. Is this, then, but a delusion? and must we now be told that, instead of being in the advance ranks, "we are among the laggards?" If these figures and assertions are true, we agree with the Senator that they are sufficient to "overwhelm us with shame."

So astounding are the statements made, so great the evils portrayed, so fearful the consequences predicted, that instead of looking to the national government for aid, the more natural conclusion to arrive at is that our whole educational scheme is a gigantic and disgraceful failure; that the means of remedy are beyond anything that lies within the power of the State to provide or the government to furnish. If the States and cities, after investing $300,000,000 in school property, and spending $100,000,000 annually in teachers' salaries, can make no better showing than this, then let us save the money we pay in school taxes;—sell our school buildings for pauper asylums for these growing "heathen," and discharge the two hundred thousand teachers now in public employ. If, after all we have done, we must be told that even in sixteen of the great cities of the North, including Chicago, Cincinnati, Albany and Newark, from fifty to sixty per cent. of the children are growing up, as Senator Blair says, "in ignorance as dense as that of the jungles of Africa," and that in the remaining cities and throughout the States the condition is but little better, we have cause to be utterly disheartened, and we are ready to join the cry, "Abolish the public schools."

But suppose these statements are not true. Then surely they do us great harm; how great, is beyond all calculation. These utterances made by Rev. Joseph Cook are carried far beyond the ears of those who constituted his audience when he delivered his lecture. They are printed and circulated throughout this and other countries. That speech of Senator Blair was not made to his fellow Senators only, but to the civilized world. It is printed and spread broadcast by the tons. It goes into every educational centre in Europe. More than this, these statements made by persons so eminent and high in authority live, and for a decade to come they will be quoted

against us throughout Europe, as evidence of the failure not only of our public school system, but also of our republican form of government.

Let us examine how these figures, showing such a lamentable state of illiteracy, are secured by these gentlemen. The process is exceedingly simple. They, in every case, deduct the school enrollment from the school census, and the difference is taken by them as expressing the number of children who are growing up without a knowledge of reading and writing. The 7,500,000 children in the United States of school age who are growing up, as Mr. Cook asserts, "in absolute ignorance of the English alphabet," is the difference, as will be observed, between 10,500,000, the aggregate enrollment, of school children in the United States, and the 18,000,000, the aggregate school census. In ascertaining the number of growing illiterates in the cities Senator Blair, in each case, subtracts the number of children enrolled in the public schools from the school census. As, for instance, in the case of Chicago, the census is 137,035, and the number enrolled in the public schools is 59,562; subtracting the latter from the former, we have 77,473 children between the ages of six and twenty-one whose names were not upon the school enrollment during the year for which this report was made; and this is the number of children in Chicago who, according to Senator Blair's figures, "will never know how to read or write." The absurdity of this statement must be apparent to everyone, without argument.

Let us now see where New Jersey stands in this dark catalogue. Her non-enrollment list amounts to 90,074. This is the fearful number of growing illiterates that must be placed to our discredit. This number includes children, as we all know, with varying ages ranging from five to eighteen. Let us imagine that we have this vast array of heathen before us, and let us endeavor to ascertain why their names are not included in the ordinary school enrollment list.

From the reports made by the county and city superintendents we are able to ascertain the percentage of children of each age not attending school. And having the entire number for each age, we are able to determine about how many children there are of each age that go to make up this aggregate of 90,074 so-called illiterates in New Jersey. The figures, closely approximating accuracy, are as follows:

Number	5 years	of age	out of school. . . .	8,764
"	6	"	"	568
"	7	"	"	268
"	8	"	"	268
"	9	"	"	268
"	10	"	"	536
"	11	"	"	1,569
"	12	"	"	2,975
"	13	"	"	5,641
"	14	"	"	11,132
"	15	"	"	15,423
"	16	"	"	20,109
"	17	"	"	22,553
	Total			90,074

Of this vast army of 90,074 poor unfortunates who Senator Blair, in his tender compassion, says "might as well have been born in a heathen country," 8,764 are five years of age. Many of them are well dressed; some of them indeed are even handsomely attired, and show evidence of coming from homes where they are surrounded not only with the comforts of life, but with its luxuries. They appear bright and intelligent, and it would seem quite within the range of possibilities, during the thirteen school-going years that are still before them, for some of them at least to acquire the ability to call by name the letters of the English alphabet. We are assured, however, that such can never be the case. Behold, therefore, the awful spectacle!—8,764 children in this State five years of age and out of school, who are "growing up," as Rev. Joseph Cook asserts, "without a knowledge of the English alphabet." A great army of little boys and girls just out of babyhood "and not one of them," says Senator Blair, "will ever know how to read or write."

Let us next consider the condition of those six years of age. We have 568 of those that are out of school. Many of them also appear well dressed and even intelligent. In ascertaining why they are not attending school, we find that many of them are being taught at home by their mothers, and are already able to read fluently in the readers of the lower grades; but their names are not in the school registers, and hence they too are classed with this vast array of unfortunate illiterates.

Of those seven, eight, and nine years of age, but few in this State are found out of school—only 268 of each age, or nearly one per cent. of the entire number. Their absence may be temporary, for which various reasons may be assigned. Many of them were in school last year, and will be again next year, but this year they are included in that fearful list represented by the difference between the enrolled attendance and the total

census, and hence are growing up in "ignorance as dense as that in the jungles of Africa."

Of those ten years of age we have 536, of those eleven 1,569, of those twelve 2,975. The reasons for these being out of school are various. Many of them belong to wealthy families, and are receiving a superior education under special instructors at their own homes. They too, Senator Blair thinks, "might as well have been born in a heathen country."

Of those 13 years of age we have 5,641, of those fourteen 11,132, of those fifteen 15,423. We observe here how rapidly the number of those out of school is increasing, and any one having had charge of a school knows how large a proportion of our children leave school at these ages. The great bulk of them have finished their educational course. They not only have learned to read and write, but have acquired a good knowledge of geography, grammar, and arithmetic, and some of them have even pursued branches still more advanced, as history and kindred studies. They belong to that large but respectable class of children who, at these ages, ranging from thirteen to fifteen, must begin to earn something for their own support. They are in our factories, our shops, and our stores and offices. They have secured their positions because of the educational training they have already received in our schools. They also, however, are classed, without question, as among those who "will never know how to read or write."

We have remaining those sixteen and seventeen years of age. Ninety-eight per cent. of all the children in the schools of the cities complete their school course by the time they reach the age of sixteen. Between 40,000 and 50,000 of this aggregate of 90,074 illiterates have reached these ages, sixteen and seventeen. Their education closed with the grammar school course. These are classed as young men and young women. The majority of the former are in business, while the latter are engaged in home duties. Some of the young men at this age are pursuing their studies under private tutors preparatory to entering college; and some of the young ladies seventeen years of age, we venture to believe, have already changed their names and are established in homes of their own. Still we are called upon to "behold the awful record;" these too are "growing up in ignorance as dense as that in the jungles of Africa."

How extremely ludicrous this whole showing made by Senator Blair appears, in view of these explanations. It is impossible to conceive how any rational being can take the figures representing the school census, and enrolled attendance, and draw therefrom such wild conclusions as those found in the Senator's speech and in the address delivered by Mr. Cook. If these statements had been made and these conclusions drawn by an inhabitant of "the jungles of Africa." they would have been less surprising. In several of the States the range of school age is from four to twenty-one, and in these the conclusions reached regarding the number of illiterates must appear still more ludicrous and absurd.

It may be said in reply to all this that in my argument thus far I have drawn largely upon my fancy, and that I have not actually shown to what extent Senator Blair is in error in his sweeping assertions. In answer to this, I am glad to say I too am able to "give the cold steel of reliable statistics." We have set out to ascertain in New Jersey, by actual count, the exact number of children of school age who can be classed as illiterates. In making this enumeration, we include those between the ages of twelve and seventeen, both inclusive. Those children from five to eleven, inclusive, although they may be at present illiterate, have still abundant opportunity to acquire a knowledge of reading and writing, of which they may take advantage; and we are, therefore, not called upon to include them in the list of children who are illiterate and are likely to remain so. Another reason for not including them is the fact that statistics show us that nearly all the children of these ages, excepting the youngest, are in school.

In this enumeration we have recorded the name, age, residence, parentage and mental condition of every child in the State, between the ages of twelve and seventeen inclusive, unable to read and write. This canvass is completed in fourteen of our twenty-one counties, excluding the cities. In these counties we find 919 children unable to read and write. Of this number five are mutes, three are blind, and twenty-six are feeble-minded. Taking this as our basis, and giving due credit to the fact that the percentage of enrollment in the cities is not as great as that in the rural districts, which will naturally give us a larger percentage of illiterates in the cities, we arrive at the probable number of illiterates for the State, which is 2,748. This amounts to seventy-eight one-hundreths of one per cent.

of the entire school census. This enumeration of illiterates will be continued until the canvass is made of the entire State, including all her cities. Then we shall have the actual number; and more than that, we shall have on record the name and condition of every child included in the entire list. For the present, it will be understood that I have given the figures for about one-half of the State, and that the statements I make are partially estimated. They cannot, however, be very wide of the facts. No statistics have ever been gathered in the State more carefully than these.

This canvass thus shows us that instead of having 90,074 illiterates, as asserted by Senator Blair, we have but 2,748, who can justly be claimed as belonging to this class; and that instead of twenty-six per cent, of our children being illiterates, the actual number is less than one per cent. If it is contended that our enumeration should include those ten and eleven years of age also, we have but to increase the number we have by one-third of itself. This will give us 3,664, which is but a trifle over one per cent. of the entire census. If the investigation we have made had shown that the statements set forth by Senator Blair were true, or that they approximated the truth, we would have had great reason to be discouraged. Now, on the contrary, since we know the actual facts, we have occasion for congratulation.

SUPERVISION OF SCHOOLS.

SOME PRACTICAL THOUGHTS.

WHEN the late Horace Mann entered upon his duties as the first secretary of the Massachusetts Board of Education, and began his vigorous crusade against the apathy and indifference of the people in regard to their schools, he emphasized two important needs of the schools: More and better supervision, and teachers of higher qualifications. *More* supervision was demanded, because the fact was undeniable that the schools did not receive that care and oversight which their importance demanded; *better* supervision, for the reason that it often fell into the hands of those whose knowledge and experience were unequal to the task; teachers of better qualifications, because in almost every community many of those in charge of the schools were confessedly unfit for the real teaching and training of children and youth.

The lapse of forty years has not fully met these needs; for to-day we find the earnest friends of education everywhere giving much thought to these same topics, and lamenting that the schools are, to some extent, still impeded by the same hindrances.

The first School Superintendent, properly so called, in New England, was, probably, Nathan Bishop, who became Superintendent of schools in Providence, R. I., in 1839. Boston has been quoted as next in order, though some years later; but my impression is that that city must yield the palm to Springfield, on the Connecticut river, where the office was established in April, 1840, when the nucleus of the present city was a town of only 10,000 inhabitants.

It is difficult to find, among professional and business men, those competent for the work, who can give the requisite time for the efficient supervision of the number of schools usually found in any city or town of considerable size. Those whose education, knowledge of schools, and general fitness, qualify them for the task, are the very men most likely to be so engaged in the urgent duties of some active occupation that the necessary leisure for the care and frequent visiting of schools is not at their command.

Unity of system and plan, in the work of the schools, can be secured with a Superintendent better than where the supervision is conducted by a committee of several persons, working, as is usually the case, on different plans, and without conferences sufficiently frequent to make their labors tend toward the accomplishment of similar results. The same principle is recognized in corporations, and other instances of united effort. The success of all large business interests, where the number of persons employed is considerable, and the work to be accomplished extensive and various, depends upon wise supervision by one who directs all operations with reference to the accomplishment of a definite work. That one person may have assistants or deputies, where the operations are large, but the plan is a unit.

Very few objections have ever been brought against the office, and those few have absolutely no weight in the light of reason and fact. The avaricious and the sordid object to it, on the score of expense. Now, in reality, such persons ought to be its open advocates; for an efficient Superintendent saves more than his office costs. Those also who object to a superintendency as being a kind of one-man power, advertise their own ignorance by such a charge. That

well-qualified and independent teachers—teachers who are anxious for improvement,—are generally in favor of thorough and efficient supervision, it is safe to assert. Those fear it who are unwilling to submit their work to a fair test; who are conscious of their own unfitness; and who are afraid to get up out of the ruts, and to try a new and better path. From Maine to California, no class of persons has been more anxious for a thorough and judicious supervision of schools, than the live, progressive teachers who command the confidence of their employers and patrons.

That the Superintendent's field of labor is a wide one, will be evident to even the casual observer; while to those who are familiar with school work in its great variety of detail, it will present itself also as one of great responsibility and never-ending duty. It pertains to the teachers and their work, and has relation to the parents of their pupils, and to the community; to the pupils and their work and progress; to the patron of schools and the public; to the care and condition of school buildings and all school property; to school methods, and appliances for school work; indeed, to everything necessary for the best conduct of the schools, and the greatest improvement of which they are capable.

To meet the highest requirements of his office, the School Superintendent must be loyal to his employers, a friend to the teachers and the pupils, an impartial mediator between the school and parents when occasion demands, and a watchful steward of school property. Loyalty to employers is one of the first elements of fitness in any department of labor; and in school work, neither superintendents nor teachers have a right to continue in the positions to which they are assigned, unless they can faithfully carry out the wishes of those under whom they labor.

As the Superintendent's most important field of labor is in the schools and with the teachers, a good understanding and an amicable relation should exist between them, that they may supplement each other's efforts, and secure on the part of each other the heartiest co-operation in all that pertains to the welfare and progress of the schools. For a like reason, similar relations should exist between the Superintendent, parents, pupils, and the public. Such a state of feeling enables all parties to utilize, to their fullest extent, all good agencies for the success of the schools. * * *

The character of a school system in our country cannot rise much above the average intelligence of the people; and whatever represents quality rather than quantity, will usually have a struggling existence. The Superintendent represents the quality of the school—an element which cannot be appreciated by the average mind; but he also draws a salary—an element which can be understood by the commonest mind; hence, if this officer of doubtful utility absorbs money enough to support half-a-dozen short-term schools, of course he ought to be abolished. The children's bread must not be given to ornamental functionaries. Moreover, in backward communities, the idea lingers that the public education is an eleemosynary enterprise, which should be supervised like missionary work by unpaid committees, and the school-money be left for the actual laborer in the school-room. And hence the community which is willing to give good pay to assessors, collectors, supervisors, judges and attorneys, grumbles at giving anything to a school officer.

But there is another side to this matter. The Superintendent often fails to earn the money he gets, and the people find it out. It is true that, owing to the unobtrusive character of his duties, he will sometimes be judged unjustly; but commonly the degree of his efficiency will be well understood. Besides the necessary routine duties of the office, there is a large discretionary territory of duty which the officer is tempted to cultivate but partially, and too often neglects.

There is no other county or state officer who has to deal so directly with people in the exercise of a large discretion. Other civil officers simply discharge sharply-defined requirements of law, and hence incur no blame; but whilst there is law here, it is law requiring independent judgment at every point; and this makes the Superintendent a ruler rather than a servant, and it stirs more opposition than is aroused against any other official.

In spite however, of all assaults, he remains the most influential official in his county. The sheriff, the magistrate, the prosecuting attorney, are formidable to culprits. The assessor, the collector, the treasurer, are simply routine servants without patronage. But the Superintendent of Schools stands at the head of a powerful organization of directors and teachers, with whom he has close correspondence, and over whom he has less or more authority.

And, as if to give strength to opposition, a County Superintendent now and then dabbles in politics, either as a partisan or an aspirant, and more or less consciously seeks to rally the school brigade to his support. This is and always must be injurious

to the officer and to the school cause, even though some local and temporary triumph may be gained. Whether he be a candidate, or the partisan of a candidate, he enters the field with the advantage which his adversaries and all bystanders feel to be unjust; and the aspect of the movement is that of an improper perversion of official influence.

With all these adverse influences, it is considered by many persons, a matter of surprise that the County Superintendent was ever born in this land of liberty and political privileges, and having been born, that he was not strangled long ago. But he still exists; and, upon the whole, he is fighting his way upward, though slowly, in the general public opinion. He is, however, in fact as essential as the hub to a wheel, in every ideal school system worthy of the name, and is firmly established in the good opinion of the educational hierarchy in every progressive state and county.

SOCRATES MUDDLES EUTHYDÉMUS.

THE following affords an illustration of the method of Socrates from a dialogue reported by Xenophon, as given in one of Prof. J. G. Fitch's lectures on Teaching. Socrates met by chance a young man who was a great lover of knowledge, and after a series of questions secured his admission that the kind of knowledge he coveted was that which makes an able statesman and a good economist, which qualifies for command and renders a man useful to himself and others. By further questions it was agreed that what men need is a stronger sense of justice. The young man, at first "knows all about justice and injustice," but is soon in a dilemma.

"What is justice?" asked Socrates.

"Assuredly," says Euthyd'emus, "there can be no practical difficulty in pointing out what is just and what is unjust in actions about which we are conversant daily."

"Suppose then," says Socrates, "we draw a line and set down an A here and a B there, and arrange under these two heads the things that belong to justice and to injustice respectively."

"You may do so if you think that there will be any use in such a method."

"Now," (having done this) "is there any such thing as lying?"

"Most certainly."

"On which side shall we place it?"

"Under B, the side of injustice, certainly."

"Do mankind ever deceive each other?"

"Frequently."

"And where shall we place this deceit?"

"On the same side of the line."

"Selling people into slavery who are born free?"

"Still the same, certainly."

"But suppose one whom you have elected to command your armies should take a city belonging to your enemies and sell its inhabitants for slaves. Shall we say he acted unjustly?"

"By no means."

(Our reader may need to be reminded that in Greece at this time this was considered a truly just practice.)

"May we say he acts justly?"

"We may."

"And what if, while he is carrying on the war, he deceiveth the enemy?"

"He will do right by so doing."

"May he not likewise, when he ravages their country, carry off their corn and their cattle without being guilty of injustice?"

"No doubt, Socrates; and when I seemed to say otherwise I thought you confined what was spoken to our friends only."

"So then, what we have hitherto placed under the letter B may be carried over and arranged under A?"

"It may."

"But will it not be necessary to make a further distinction, Euthydemus, and say that to behave in such a manner to our enemies is just, and to our friends unjust, because to these last the utmost simplicity aud candor is due?"

"You are in the right, Socrates."

"But how, if this general, on seeing the courage of his troops beginning to fail, should make them believe fresh succors at hand, and by this means remove their fears; to which side would we assign this falsehood?"

"I suppose to justice?"

"Or if a child refuseth physic he stands in need of, and the father deceiveth him under pretence that it is food, where shall we place this deceit, Euthydemus?"

"With the same, I imagine."

"And suppose a man in the height of despair should attempt to kill himself, and his friend should come and force away his sword, under what head shall we place this act of violence?"

"I should think under the same head as the former. It is clearly not wrong."

"But take care, Euthydemus, since it seemeth from your answers that we ought not always to treat our friends with candor and perfect truthfulness, which we have before agreed should be done."

"It is plain we ought not, and I retract my former opinion if it is allowable for me to do so."

"Most assuredly, for it is far better to change our opinion than to persist in a wrong one. However, that we may pass over nothing without duly examining it, which of the two, Euthydemus, appears to you to be more unjust, he who deceives his friend willingly, or he who does it without having any such design?"

"By Jove, Socrates, I am not certain what I should answer or what I should think, for you have given such a turn to all I have said as to make it appear very different from what I thought it. I fancied I was no stranger to philosophy, but now it seems to me more difficult, and my own knowledge of it less than supposed."

LET GOOD MEN BE RETAINED.

MR. EDITOR: You have indulged me once in my views upon school matters in your State. Allow me another item in brief, especially as the time approaches, when some changes in school officers are likely to occur. The provision in your law, placing the organization and management of the Teachers' Institute in the hands of the County Superintendent seems wise, and worthy to be commended to other States, especially those that have not yet adopted this necessary feature in school management. I speak now, in behalf of my native State, Ohio, where County Supervision has not yet been reached, though urged for many years by the leading educators of the State. And Pennsylvania should continue to speak in no uncertain language on this point for her benefit.

Of course, the County Superintendent must be a competent man; one in whom the teachers have confidence, and one who is able and willing to direct the forces committed to his care. We can hardly conceive of a more important office in the gift of the people. Hence great care should be exercised in the selection of this officer; and when he is selected, and proves to be a good man, he should be retained. We all know how ruinous the policy of continually changing teachers. We deplore this, and strive to avoid it; but the frequent change of County Superintendents is much more harmful to the settled order of the schools.

The bane of our schools is *change:* change of teachers, change of policies, change of administrations, etc. Therefore, see to it at the elections and appointments this year, good people of Pennsylvania, that no unnecessary changes are wrought in your excellent school economy. If you have a good teacher, keep him at any cost. If you have a good Superintendent, see that he is not "ousted" by some wily politician, or uneasy mortal who thinks the world is all going wrong because he is not "running it."

I desire especially that County Supervision, as known in your State, shall continue to have fair play, in order that its excellencies may be reflected upon surrounding States, more particularly upon that immediately to the west, where "our brethren in the field" will not cease their efforts until crowned with abundant success.—*John Ogden, Washington, D. C.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, APRIL, 1884.

E. E. HIGBEE. - - - - J. P. McCASKEY.

STATE TEACHERS' ASSOCIATION.

THE Executive Committee have lost no time in trying to fix upon date and place of next meeting; but unforeseen events have prevented an earlier announcement.

Quite recently it was ascertained that neither New York nor Ohio would hold their next meeting at Chautauqua; and many letters were received by the Committee, from members of the Association who voted at Williamsport to go to Chautauqua, requesting that, if possible, our next meeting be held within the limits of the State. Not wishing to assume the responsibility of locating a place of meeting contrary to the express instructions of the Association at its last session, the Committee sent the following circular to each County and City Superintendent, and Normal School Principal, in the state, to the School Department, and others.

MEADVILLE, Pa. Feb, 25th, 1884.

Dear Sir:—At the last meeting of the Pennsylvania State Teachers' Association, at Williamsport, it was decided by vote to hold the next annual meeting at some point on Chautauqua Lake, in the State of New York. This decision was made with the understanding that the State Association of Ohio, and perhaps the New York Association would hold their meeting conjointly with the Pennsylvania Association; but as those States have decided otherwise, a strong current of opinion prevails among prominent members to hold our next session within the limits of our own State; and at a meeting of the executive committee held at Williamsport in the early part of this month, the same sentiment prevailed with the majority of the committee.

Not wishing to take the responsibility of locating the next meeting of the Association, this letter is sent to the county and city superintendents of the State, and others, to obtain an expression by which we, as a committee, may be guided.

Therefore will you please write on the back of this letter your choice of next place of meeting, and make any other suggestions that may occur to you, and return it without unnecessary delay, to the chairman of the committee, to Box 199, Meadville, Crawford Co., Pa.

Respectfully,

C. F. CHAMBERLAIN, *Chmn.*

T. M. BALLIET, *Sec'y.*

One hundred and fifty of these circulars were sent out, from which, up to this time, one hundred and sixteen answers have been received, as follows:—seventy-four mention Meadville as a desirable place of meeting; fifty-nine mention Meadville as their first choice; fourteen say they have no choice; six say "in the western part of the state"; nine vote "Harrisburg"; seven say "Chautauqua"; and the remaining twenty-one votes are distributed among thirteen cities and towns, from "Cape May" to "some point on Lake Erie."

Taking the above expression as a guide, the committee take pleasure in announcing that the

next meeting of the Pennsylvania State Teachers' Association will be held in the court house at Meadville, July 8th, 9th and 10th, and that a choice programme is now being prepared, and will be announced in due time.

Respectfully

C. F. CHAMBERLAIN, *Chmn.*

T. M. BALLIET, *Secretary.*

THE attention of the reader is called to the very full expression of official opinion upon the important subject of School Superintendency, by *four* of the late State Superintendents of Pennsylvania—Thos. H Burrowes, Henry C. Hickok, Chas. R. Coburn and J. P. Wickersham—certain of our most earnest and most able predecessors in office.

SPEAKING recently in America, Lord Coleridge said that every educated speaker of English uses at least three different languages. When he talks he uses colloquial English; when he writes he uses literary English; and when he reads his Bible he uses an antiquated form of English, which, from its relation to modern culture, may almost be called sacred English. So, within the one language there are at least three languages, blending with and overlapping each other, yet each independent of the other, having its own forms, its own vocabulary and its own rules of use.

IT has often been said, and that with great truthfulness, that "the most important branch of administration, as connected with education, relates to school inspection." It is asserted by some careful observers, that the Dutch schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous normal schools of Prussia, and the two or three only in Holland, and this superiority is attributed entirely to a better system of inspection. This is the basis on which their whole fabric of popular instruction rests. What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial, and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that after a long life devoted to educational labor, he said: "Take care how you choose your inspectors; they are men whom you ought to look for with lantern in hand." This thought should be kept in mind by the School Directors of Pennsylvania—nearly sixteen thousand in number—whose duty it will be on Tuesday, May 6th, to choose superintendents for the local administration of our school affairs during the next three years.

PROF. G. STANLEY HALL, the noted lecturer on pedagogy at Harvard College, and on psychology at Johns Hopkins University, addressed the teachers of Philadelphia on the "Old and New Education." After claiming that this country has the best free school system in the world, without compulsory religion or other trammels, and with school houses nearer to satisfying educational needs than those of any land, he said: "What we want are teachers. They must not be tyrants and their children henchmen, or the latter will lose their independence, and later on be in a fit condition to become the slaves of political bosses. Schools must not be the place for developing what is sycophantic and cringing. They must be controlled by the force that comes from knowledge. We know too little even of our own children. The time is coming when we will scrutinize and examine them as we do other specimens of natural history. Baby study is being undertaken with great promise of results. As we advance we shall study as separate sciences the education of the blind, the paupers, and the insane."

FROM Hon. H. C. Hickok we are gratified to hear as follows: "The March *School Journal* is an unusually rich number, and ought to help your subscription list—if, indeed, intrinsic merit could have any effect in that direction!"

WE have received from the old Travelers' Insurance Company, of Hartford, a copy of the official engraving of the Bartholdi statue to be placed in New York harbor. It is a very correct picture of that noble gift, and faithfully represents to the eye the enormous statue completed and in the midst of its magnificent surroundings.

THIS seems a suitable time to recall the fact that the original germ of the County Superintendency was embodied in the annual report of Samuel Findlay, made the year after the establishment of our common school system in 1834. The text of that modest hint will be found elsewhere in this number of *The Journal* (page 347,) and speaks for itself.

The office of County Superintendent was first officially recommended, by name, by that clear-headed and practical man, Jesse

Miller, of Perry county, in his annual report for the school year 1845; and repeated in his report for the following year. To him rightfully belongs the credit of that pioneer suggestion. It was again recommended by Townsend Haines, of Chester county, in his report for 1849; and by Charles A. Black in his report for 1853, the year before the office was established by law, and it was again discussed in his report for 1854.

RECENTLY Dr. J. E. Garretson delivered an interesting and instructive lecture to his students at the Hospital of Oral Surgery in Philadelphia on "The Meaning and Uses of Education." It was not a formal address, but rather the friendly chat of a preceptor with his pupils, pointing out to them the common errors of young men just entering a professional career, and advising them how to avoid the many stumbling-blocks that lie in the path to an honorable and successful life:

"I know of no better illustration of our theme," said the doctor, "than that trite saying of Dean Swift, 'As a man is known by his company, so a man's company may be known by his manner of expressing himself.' That is where we apply the use and meaning of education. A gentleman, and all physicians must be gentlemen, requires an education that will not only make him master of his profession, but that will enable him to express clearly his reasons for making assertions. Dr. Johnson says, 'A man remains shackled by timidity until he learns to speak with propriety.' You cannot afford to make mistakes at the beginning of your career. What would be regarded as a lapsus in an old practitioner, and pass unnoticed, would in a young man make people shrug their shoulders and set him down as an ignorant fellow. Let me warn you especially against orthographical errors. It may seem like a little thing to talk about, but I can assure you that nothing is criticised so severely as incorrect spelling, and it is nearly always taken as a standard of the writer's mental calibre. Spell properly, but don't write too many letters, and write none when you are angry."

The speaker then mentioned a number of books that he recommended his students to read, and instanced Bacon's Essays as a good specimen of pure and fluent English.

PHILADELPHIA, under the lead of Supt. MacAlister, is earnestly looking into the schools. At the Feburary meeting of the Board of Public Education, the Superintendent, in submitting his report upon the revision of the course of instruction in the primary school, says: "Without going into details, I desire to state that the principal changes have been in the direction of strengthening the work in reading, spelling, writing and language; in reducing the amount of work in arithmetic, while introducing some more rational methods of instruction; and in remodeling the lessons on objects and in drawing. I feel certain that the adoption of this revision will improve the character of the work done by both teachers and pupils, and produce greatly more satisfactory results than are now obtained." The report was accepted, and a resolution providing for the printing of the revision in detail and distributing it amongst the teachers was adopted.

A local correspondent says: "The method now inaugurated in our schools is, in the opinion of all true pedagogues, the only one to develop children into independent and self-thinking individuals. It is the only one for our republican form of government, which, above all, requires for the preservation of its liberty not educated machines, but free citizens, with judgments of their own to recognize and carry out that which is best for the general welfare of their country. It is well when reforms are instituted for one to desire to see results, but it is not well to clamor for them too early, and thereby threaten and endanger the success which must come at the proper time."

THE day is coming when pure white walls and ceilings will give place to light neutral tints, or such as hint of green or brown or other restful colors. Glaring white has prevailed too long, especially in our schools.

THE school grounds in many districts throughout the State present an unattractive, sometimes woe-begone, appearance. Directors, teachers, and patrons should make common cause here in favor of better things. The grounds about the school should be of ample extent, fences well looked after, and shade trees always planted. Trees grow while men sleep—but *they must first be planted!* Let somebody—say, the director nearest the school—make it his business to see that the teacher and pupils in the neighborhood, or *himself*, within the next month shall plant a number of maples, oaks, horse chestnuts, lindens, dogwoods, pines, redbuds, or other trees, native to the locality or of desirable kinds from abroad—a variety, if such can readily be obtained, or but a single kind if none others are to be had. If "he has not lived in vain who has made two blades of grass grow where but one grew

before," surely he is a public benefactor who has made shade trees to grow where children congregate to spend what should be among the happiest years of their lives.

THE Department of State of the General Government at Washington is bringing officially to the notice of foreign governments, through our ministers, the International Electrical Exhibition to be held by the Franklin Institute of Philadelphia from Sept. 2d to Oct. 11th, 1884. These officers are directed "by all suitable methods to make known the character, standing and profession of the exhibition."

PERHAPS the most important enactment ever made by the Legislature with regard to our common schools, was the general school law of May 8th, 1854, whose singularly suggestive and comprehensive powers and effective agencies rapidly pushed Pennsylvania to a foremost place amongst the common school states of the Union, and steadfastly holds her there. The question having been raised as to the rightful paternity of that act, it seems due to the truth of history to state that it was framed by that astute and able lawyer, Francis W. Hughes, of Schuylkill county. This statement is made on the authority of Dept. Supt. H. L. Dieffenbach, who in a communication to this effect to *The School Journal*, bearing date Dec. 30, 1856 (vol. 5, p. 275), speaks of Supt. Hughes as "one of the most vigorous and intellectual superintendents Pennsylvania has ever had." His bill did not, however, become a law until afterwards, during the term of his successor, the able and accomplished Chas. A. Black, of Greene county.

During Mr. Hughes' brief *ex-officio* connection with the School Department—a single year, we believe—his quick legal mind discovered, in the difficulties presented for adjustment, the lack of corporate power, pecuniary resources and administrative agencies, and set himself to work to devise suitable correctives, so far as the then state of public opinion would permit; with what success, the grand results achieved abundantly testify.

"THERE is no formidable reason, after all," says *The Nation*, "why the man or woman who works with the hands should not be externally as polite, have as pleasant a voice, speak as good English, make as good a bow, and be as considerate and careful about other people's convenience and comforts and feelings as those who work with their brains, or live on their investments. It is a matter of youthful training simply, working on the self-respect of which every civilized human being has at least the germ." There is this possibility of good manners, *et altera*, everywhere; but for its realization, courtesy everywhere to the boys and girls, at home and in school, is essential on the part of parents and teachers.

ON the subject of Graduation in Country Schools, which is deservedly attracting much attention in certain intelligent quarters, Mr. Geo. Prechtel, of Upperco, Baltimore county, Maryland, writes us as follows:

The February issue of *The School Journal* contains an article on "Graduation in Country Schools" in which it is stated that the plan has been tested in West Virginia, New Jersey, Maine, Illinois, Wisconsin, and fifteen counties of Pennsylvania. Maryland has at least one county (Baltimore) that can claim a place with the above. The plan has been in successful operation in this county for six or seven years. Pupils of the seventh grade, passing an examination in the questions sent out annually, near the close of the school-year, to all the schools, from the office of the County School Board, a copy of which may be found in the annual report mailed herewith, are entitled to a certificate of scholarship. The requirements are a general average of seventy-five per cent, with a mimimum of sixty per cent in any study. Pupils of the seventh grade are chiefly found in the schools containing high school departments, of which there are eight in the county, and which, for distinction, are termed High Schools; though it is not unusual to find seventh grade pupils in many of the district schools throughout the county. In several instances such graduates have been successful in competitive examinations for appointments to our national academies.

THE District Superintendency, under the title of "inspector," was authorized by the school law of 1849, section 16, division IX. The language of the act on this point, was as follows:

"The board of directors of any district may, if they deem it expedient and conducive to the advantage of such district, annually appoint an inspector of the common schools thereof, who shall attend to the visitation, inspection and care of the said schools, and to the performance of such other duties, connected therewith, as shall be assigned him by said board in their regulations, for which service he shall receive such compensation as the proper board shall determine at the commencement of each school year; but the directors shall not thereby be exempted from performing their general duties as directed by this act."

This provision was left out when the act of 1854 was passed; but early in the session

of 1855, the then deputy superintendent, Mr. Hickok, endeavored to have that missing link in the chain of supervision restored, by inserting a clause in the bill that became the act of May 8th, 1855, exempting the "inspector" section of the act of 1849, from the operation of the general repealing clause of the act of 1854; which would have operated as a re-enactment of the expunged inspectorship. But the chairman of the Senate committee was intractable, and would not permit it to be done; so it had to be given up.

If it could have been accomplished, district supervision would have been firmly entrenched in statutory enactment, instead of, as now, depending upon a limited and merely constructive authority; and the Supreme Court would not have been called upon in a recent case to decide adversely upon the action of a School Board, there being no warrant of law to stand on. Legislation here is needed.

THE Educational Department of the Bucks County *Intelligencer*, edited by H. B. Eastburn, esq., former County Superintendent of Bucks, is doing good work for the schools. A recent issue says:

We have on several occasions urged that, in arithmetic, prominence should be given to the preparation by the teacher, and the solution by the pupil, of problems suggested by the ordinary business transactions of the community. We should endeavor to remove the ground for the complaint so often made, that pupils "go through the book" in arithmetic and yet are unable to solve ordinary problems presented to them at home. The reason for this failure lies mainly in the fact that the school exercises do not sufficiently drill in the analysis and classification of the problems, and in a statement of the processes to be used in their solution. There is too much of working for "the answers," with the help that the book gives in its rules and in its arrangement of the problems. When these problems come to us in practical business life, we seldom have the book in hand to aid us, but are compelled to decide off-hand the character of the question, and the methods of solving it. Our experience has convinced us that the frequent, almost daily, use of such questions is attended with great benefit. The teacher can construct them, put them on the blackboard, have them worked by the pupils on slates or paper during a given period, and make them the subject of a class exercise subsequently. Pupils can be encouraged to gather the material for such questions at home, and finally to put it together in the form of problems. Such a course will secure the active interest of many parents in at least this branch of school work. If teachers have not already adopted this plan, we urge that they try it for the remainder of the term.

TRIENNIAL ELECTION.

APPROACHING ELECTION OF COUNTY, CITY, AND BOROUGH SUPERINTENDENTS.

THE time for the election of the School Superintendents throughout the State is at hand. So far as social interests are concerned, no election can well be more important; for the office of Superintendent is one most intimately related to the whole work of our public schools. No schools can be successful in their work, however perfect their system, without being under the management of teachers who possess sound judgment, good attainments, and a moral character in which all good citizens can confide. Such teachers are not to be found by chance, neither are they so numerous as to make selection a mere matter of form. They must be sought after and found. It is one part of the responsible work of our Superintendents to secure, by all means within their power, for the schools under their supervision, the very best teaching material which the educational forces of the State can supply. For this purpose their own professional knowledge should be such as to give them the power of prompt and sure discrimination, that, by their examinations, they may not only measure the candidates correctly, but also, by their supervising work, advance the candidates from year to year to higher stages of attainment and professional skill.

In view of this, the Directors ought to take deep interest in the candidates who challenge their support, and ascertain by careful investigation their general fitness for the work in hand. They ought to take good care not to allow any interest but that of the schools, or rather that of the children who attend them, to influence their choice. There are spheres of State life and official work in which political considerations are of great account; but here we are in a sphere so far removed, on the one hand, from the conflicts of political partisanship, and so closely allied, on the other hand, to our family and social life—to our groups of children clustering around the hearth-stone of home, and in no sense entering into the discordant elements of the forum—that the choice of a Superintendent should be determined by what such a field of labor especially demands.

Candidates for the office of teaching and guiding the young will come with all shades of political thought and prejudice before a Superintendent to secure their certificates,

and he is to determine from an examination of their scholarship and professional experience, and their high moral purpose in seeking for or continuing in the office, whether he can grant their wishes. What a blight upon the whole work,—what a source of confusion and conflict throughout a whole county,—what trifling mockery of the high trust in hand, would there be should the Superintendent base his decision in any way upon the political views or votes of the various candidates!

If then, as an officer, *he* should guard against thus ruining the whole work entrusted to him, most certainly the *Directors* should not make their selection hinge upon just that which they feel ought to be avoided upon his part. We cannot urge too earnestly that the election of our School Superintendents be a matter of most serious thought upon the part of our Directors, and that every effort be put forth to secure officers of high moral standing and sound professional attainments.

The examination and supervision of teachers, however, does not exhaust the work of a Superintendent. He has to familiarize himself with the special needs of his field, and awaken a warm and intelligent sympathy with the work of the schools among the citizens. County Institutes and local institutes demand his regard, and upon him they must be dependent to a great extent for their usefulness. This requires a large measure of administrative ability—the power of judicious and not arbitrary leadership. Moreover, he should pay special regard to the condition of the school buildings and grounds, and see that no dangers may beset the thousands of little ones who have left their homes to domicile through the day within the school houses of the county. Here his office is of vast account. By strict investigation into these matters, with skill to know what is required, and by reporting all neglects at once to the Directors, demanding their prompt attention to the same, he can accomplish a work of incalculable good. To this end he ought to be a man recognized for his zeal in the work of public instruction in all its various interests, and in such circumstances also as to be able to devote his whole time and his undivided care to the trust which is given him. Only such men should be thought of for the work—only such should receive the votes of our Directors who labor for the culture of the children of the State.

In many of our counties requiring a large amount of travel, and this to a great extent by means of private conveyance, a large increase of salary should be made, if men of the character above described are to be secured, and their whole time given to the work; and we know of no more profitable outlay of public funds than that which returns to the families of the State in the increased facilities and thoroughness of culture for their own children.

EXAMINATIONS IN PHILADELPHIA.

IN the shape of a report to the Board of Education on the results of the primary school examinations recently held in Philadelphia, Superintendent MacAlister has exploded a bombshell among the teachers of that city. After giving a tabulated statement of these results, he says:

The Board is aware that this is the first attempt ever made in the city to hold a general examination of all the pupils in any of the grades into which the course of instruction is divided. The chief objects in undertaking it were to relieve the pupils of the primary schools from the improper and unauthorized tests which have been applied in the past for promotion, and to make a beginning in reducing the working of the system of instruction to some degree of uniformity. The study of the statistics obtained from the examination has revealed a condition of things which, I am sure, no one imagined to exist, and the mere statement of which will startle those who are the best acquainted with the schools. The practical result of the methods of examining and promoting pupils which have so long existed has been to deprive thousands of children of the benefits which the schools are intended to furnish, by depriving them of the promotion which they have justly earned, and which it is quite as important to the public well-being as to themselves that they should receive. . . . But it would seem as if prior examinations, in many cases, had been conducted with almost total disregard of the course of instruction, and had been devised for the express purpose of preventing the children from getting the benefit of the progress which they had made in their studies. . . . In several schools an effort was evidently made to prevent the pupils from getting the benefit of whatever facilities for promotion the examination afforded. In one school there is no wonder that with a standard of 90 per cent. but 18 pupils were promoted out of an enrollment of 73; and in another, where the standard for promotion from the fourth grade to the secondary school was placed at 90 per cent., four pupils whose standing average varied from 89.1 to 89.9, were refused promotion. These are samples of irregularities which only a detailed presentation of the statistics on file in this office can make clear.

It would be hard to compress into so small a space a more severe arraignment of

those who have heretofore acted as examiners, or to detail abuses which are better calculated to arouse the just indignation of parents. The evil, when presented in this bare, statistical form, is so glaring that it may well be called startling; and Superintendent MacAlister deserves praise for the promptness with which he has set about its removal.

But, while reading the report, we have not been able to repress a feeling that it bears, perhaps undesignedly, a little too hard upon the examining teachers. We should find it a little more satisfactory if it contained at least a hint at the probable cause of this apparently systematic purpose on the part of the examiners to prevent pupils from obtaining the promotion which they had fairly earned; for that this has been done on any large scale from improper motives, is incredible. To make the statistics complete, there should be added a column of figures showing the number of vacant seats in the several secondary and grammar schools in the city—seats vacant because the examiners of the grades below have refused to send up pupils to fill them. Such a column would, we suspect, give a somewhat different aspect to the report—would shift a great part of the responsibility for the abuse discovered from the teachers, upon whom the report allows it to rest, and would place it upon the Board of Education and the City Councils, who have failed to provide adequate school facilities for the city's children. The Superintendent has made no charge of favoritism; we find in his report no intimation that the examinations have not heretofore been entirely fair in this respect. The pupils have simply been culled; only the most proficient have been selected for promotion, while others, who, although not quite so proficient, were really deserving of promotion, have been left back, simply because there was no room for them in the higher grades. This at least is the inference which every fair-minded reader of the report will draw, even though he may not previously have been aware of the crowded condition of the Philadelphia schools.

From one of the charges, however, the teachers cannot so readily free themselves. Exactly what has been the nature of the "improper and unauthorized tests" the Superintendent does not say, unless, indeed, they are covered by the statement that in many cases the examinations would seem to have been conducted "with almost total disregard of the course of instruction." This is a pretty strong statement; and any teacher against whom the charge can be proved true, should be dismissed at once from his or her position. Put in a milder way, it is true not only of school examiners in Philadelphia, but of the great majority of examiners everywhere. To draw up a list of ten or twenty questions to be answered by a class of pupils of which one has not himself had the charge, and in a case where he is not perfectly familiar with the text-book used—a list which shall be entirely within the course of instruction, and shall afford a perfectly fair test of the thoroughness with which that course has been pursued—is a feat so difficult as rarely to be accomplished by any examiner. This is the strong argument in favor of the unification of the course of instruction and examination in which Superintendent MacAlister is engaged. Make the course thorough and make the examinations fair—hard if need be, but still fair.

MUSIC IN THE FAMILY.

MUSIC, we have said, has a wondrous power of *impression;*—power over thought and act, for it moves the inmost depths of our emotional nature;—power over the learned and unlearned, for it touches the life of the soul far beneath all analytic processes of thought;—power over high and low, for it strikes a chord which can be made to thrill in every heart.

From this, it can be easily seen what office it should serve in the *family*. The family is the home of our deepest earthly affections. It is here that our whole emotional nature begins its development. Here we find the very fountain whence flow the purest, and strongest, and most lasting feelings of our life. We are in the family by the *necessary* relations of our being. Far back of any voluntary acts of our own conscious existence it asserts its presence and power. The relation is divinely ordained, and demands, therefore, our most serious regard. Home, where we first live and move and have our being,—where the soul of each one of us opens up into conscious activity, where the whole being begins to bloom as doth the flower in its inclosing bud—home is the place not only of obedient acts of will,—not only of intellectual nurture and discipline, but also the place which the beauty of art should adorn,—where the "fair humanities" should reign, where all ennobling sentiments should be cherished,

that in every possible way the attention of the household may be drawn from the grossly sensual to the supersensuous and ideal. Music, then, when true to its nature as giving form to and thus suggesting sentiments, —which are, perhaps, more powerful factors of our life than thoughts,—through the medium of sounds which equally delight childhood and age,—music, therefore, we repeat, should bind the fireside together with links of love, and in the throbbing hearts of the children awaken hallowed thoughts and resolutions, and form a body of lasting associations, expanding the affections of the soul,

> "Untwisting all the chains that tie
> The hidden soul of harmony."

It is not out of place here to relate an incident which occurred in the early history of Cumberland Valley, in this State, for it is a powerful illustration of what has just been said.

By the sudden attack of a band of Indians, one of the frontier settlements of the Valley was overpowered, and a number of very young children carried away captives. After many years, moved, perhaps, by the loveliness of the child herself, the Indians brought back a captive girl, who, from her long sojourn with them, had lost all memory of her parents and home. The news rapidly spread that a captive had been returned. Two mothers hurried to the place, hoping that the returned one might be their long-lost child. Neither was able to identify her, and both claimed her. All possible means were used to bring the child to some recollection of her former life, but in vain. The wild forest life among the Indians had obliterated all memory of civilized childhood. Every association of home-life seemed to have perished. At last, one of the women (the real mother), remembering how assiduously she had taught her young girl to sing a certain hymn, which had been precious among the memories of her own childhood, seated herself by the child, as was her wont in the years gone by, and began to sing the old familiar hymn. At first the child, now almost grown into womanhood, listened intently to the voice. As the singing went on, the child began to tremble. Visions of home seemed to be filling her gaze. Old memories were coming back again. The bonds which a barbarous captivity had thrown around her soul were breaking. Soon, with gushing tears, the captive cried out, "Oh, my mother, my mother!"

Music, which had surrounded her cradle and her infant life,—which had entered and thrilled the depths of her young soul,—which had slumbered on the untouched chords of her heart through her long years of exile, now awakened and asserting its presence and power,—music, laden with all the perfume of a mother's love, and the dewy freshness of happy childhood life, roused the whole soul into harmony with its past existence, and rebound mother and child in a fellowship of sentiment and emotion far beyond that of thought, and as lasting as life itself.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, *April*, 1884.

THE following circular letter has been addressed to the several County Superintendents of the State:

HARRISBURG, *March* 10, 1884.

Dear Sir: The forty-third section of the act of Assembly approved the eighth day of May, 1854, entitled "An act for the regulation and continuance of a system of Education by Common Schools," requires official notice to be given of the time and place for holding the Triennial Convention of School Directors, for the purpose of electing County Superintendents of schools in several counties of the State. You are requested to give such public notice as is required by the act referred to, for holding a Convention of the School Directors of the *County*, on the first Tuesday of May next, to elect a County Superintendent for the regular term of three years, as provided by law.

On page 268, School Laws and Decisions, edition of 1882, will be found the proper form of notice to be inserted for three consecutive weeks, in two *weekly* newspapers of the county. Printed notices must be sent by mail to the Secretary of the Board of Directors of each school district in the county, if a newspaper is not published therein. Receipted bills for the publication of the official notices should be sent directly to this Department, by the newspapers selected to publish the same.

Very respectfully, E. E. HIGBEE,
Supt. Public Instruction.

OATH OF OFFICE.

The following is the proper form for the oath of office which must be taken by all County, City and Borough Superintendents before they enter upon the discharge of their official duties. When taken, a copy must be forwarded to the Department of Public Instruction, and a copy filed in the office of the Prothonotary of the county in which the same is taken:

"I do solemnly swear (or affirm) that I will support, obey, and defend the Constitution of the United

States, and the Constitution of this Commonwealth, and that I will discharge the duties of my office with fidelity; that I have not paid or contributed, or promised to pay or contribute, either directly or indirectly, any money or other valuable thing, to procure my nomination or election, except for necessary and proper expenses expressly authorized by law; that I have not knowingly violated any election law of this Commonwealth, or procured it to be done by others in my behalf; that I will not knowingly receive, directly or indirectly, any money or other valuable thing for the performance or non-performance of any act or duty pertaining to my office, other than the compensation allowed by law."

[Signed] A——— B———.

Sworn (or affirmed) and subscribed before me, ——— ———, Judge of the Court of Common Pleas of said county, (or Superintendent of Public Instruction, as the case may be,) the ——— day of ———, 18—.

CITY AND BOROUGH SUPERINTENDENTS.

All cities, and boroughs having a population of 5,000 or more, are entitled to elect and have commissioned a city or borough superintendent of schools. No argument need be presented here to prove that such an officer, or some equivalent agency, is absolutely essential to the efficient working of a system of graded schools; and cities and boroughs having established the superintendency ought by all means to continue the same. The office once established ought not to depend upon uncertain contingencies, and the caprice of merely local criticism, but should be made more efficient in every possible way by the election of the very ablest officers. We should regard such discontinuance not only contrary to the spirit of the law, if not to the letter, but a sad and demoralizing step backward.

Meetings of directors for the purpose of electing a city or borough superintendent are called in a different manner from those convened for the purpose of electing a county superintendent. In cities or boroughs where the superintendency has been in operation, the meeting is called on the first Tuesday in May, by the president of the board, of his own motion; and in cities and boroughs where the superintendency has not been in operation, a preliminary meeting is called by the president of the board, upon the request of a certain number of directors, at which the question of electing a superintendent is considered; and if decided in the affirmative, a subsequent meeting is appointed, as in other cases, on the first Tuesday in May, when the election takes place. Boards of directors in cities and boroughs that have a superintendent of their own, cannot take part in the election of a county superintendent.

THE FILING OF OBJECTIONS.

Commissions to superintendents are not issued for thirty days after the day of election. This time is allowed in order that all who deem a superintendent elected by a convention of directors unqualified for the office, may have full opportunity to file their objections.

In this connection it is thought proper to call the attention of directors to the following provision in the law. Incompetent officers have been commissioned because directors were not fully advised as to the manner of presenting to the School Department objections to its being done.

But if objections to issuing such commissions be made within thirty days, and such objections be signed, among others, by a majority of the members of not less than one-fifth of all the school boards in the county from which such objections are received, and certified to, under oath or affirmation, by at least three of the signers, the Superintendent of Common Schools may require such evidence, under oath or affirmation, in regard to the legality of the election and the qualifications of the person elected county superintendent, as he shall deem necessary, and then shall issue the commission to the person properly qualified, who received the greatest number of votes; and the Superintendent of Common Schools, when engaged in the investigation of objections filed against the issuing of commissions to county superintendents, shall have power to issue subpœnas and to administer oaths; and any person refusing or neglecting to attend, and give evidence at such investigation, when legally subpœnaed, shall be liable to the same fines and penalties as if he had refused to appear and give evidence in the court of record, and the costs to be paid by the parties subpœnaing the witnesses.

It will thus be seen that a majority of one-fifth of the boards of directors in any county have the power to keep an incompetent man out of the office of superintendent, and it is hoped they will fearlessly exert their power whenever the circumstances demand it. Especially should this be the case whenever facts exist affecting the moral character of the person elected. The necessary papers can be drawn up and signed, if desirable, on the day of the election.

To this it should be added, however, that objections, to have weight in the hearing, must not arise from improper motives or considerations of any kind, but have strict reference, in the language of the law, "to the legality of the election and the qualifications of the person elected county superintendent," and those making charges must be prepared to present them in a regular way and prove them.

ITEMS FROM REPORTS.

ARMSTRONG.—Supt. Stockdill: I have visited thirty schools the second time. For twenty-two weeks I have been daily in the harness. Patrons and directors have given me good encouragement by their presence. In many instances I had all the directors with me in the schools, which shows a wholesome interest in the work. I visited the Parker schools in their new building, and found them doing excellent work. Parker City has the finest house in the county —it cost about $13,000. The joint institute held at Leechburg was a success in every particular. The people of Leechburg took a great interest in the meeting, as they always do in everything tending to advance the cause of education. The general interest in educational matters is increasing throughout the county.

BERKS—Supt. Keck: During the month of January, five educational meetings were held. The one at Robesonia was attended by about

100 citizens besides the teachers; the Stouchsburg Institute was attended by 41 teachers and at least 600 others; the Rehrersburg meeting by 38 teachers and about 400 other persons; the Shartlesville meeting by 29 teachers and at least 700 other persons; whilst at the Hamburg Institute there were 76 teachers and at least 600 citizens. The following districts built new school houses: Lower Heidelberg, one; Tulpehocken, one; Centre, one; Windsor, two. These buildings are all first-class, and all except the one in Centre are furnished with patent furniture. Marion refurnished one building; Tulpehocken, one; Upper Berne, two; and Maidencreek, four. Jefferson supplied all its schools with Pennsylvania State maps; Lower Heidelberg all of its schools with Reading Charts; and Richmond some of its schools with U. S. Maps. The patrons of Artz's school in Tulpehocken, and those of Bashor's, in Bethel, furnished their respective schools with maps, dictionary, etc. All our local institutes held during February were very successful. Every one was attended by teachers and patrons, as follows: Jacksonwald, 43 teachers and about 300 citizens; Klinesville, 22 teachers and about 300 citizens; Fleetwood, 51 teachers and about 400 citizens; Birdsboro, 78 teachers and about 700 citizens. The principal instructors were: Professors James D. Kiefer, N. C. Schaeffer, George C. Young, M. E. Scheibner, Supt. S. A. Baer, and Dept. Supt. Houck. A great many teachers resign because other occupations are more remunerative. Jesse G. Hawley supplies, at his own expense, every school in the county for the entire term with the *Weekly Eagle*. Howard Yocum, one of the Union teachers, and Miss Alice Keppel, one of the Cumru teachers, have died. In their death the county has lost good teachers.

BLAIR—Supt. Stephens: Interesting district institutes are being held by the teachers of Taylor, Snyder, North Woodbury, and Tyrone borough districts.

BRADFORD.—Supt. Ryan: The County Teachers' Association held a very practical and profitable session at Rome, February 8th and 9th. Five local institutes have been held during the month. Most of the sixty teachers visited this month were doing very satisfactory work.

BUCKS—Supt. Woodruff: In the "items" from Bucks last month "Sellersville" should have been *Perkasie*. On February 22d, the Quakertown schools celebrated the eleventh anniversary of the establishment of the high school. Three pupils having completed the prescribed course of study, were awarded certificates. These were signed by the Principal, the Board of Directors, and, after an examination of the candidates, by the County Superintendent. An interesting and profitable local institute was held at Richborough, Northampton district, February 7th, 8th, and 9th. The weather and roads were unfavorable, but the interest of the directors, teachers, pupils, and citizens was so great that the institute was entirely successful. Dr. Higbee, State Superintendent, was present at three sessions, and addressed the meeting. His remarks were received with great favor. The principal instructors were Profs. H. R. Sanford and George E. Little, and the evening lecturers Wm. I. Marshall, esq., and Wallace Bruce.

BUTLER—Supt. Murtland: The item in the February number of the *Journal*, taken from my report for December, should read, "Three houses were *burnt* during the year," instead of "Three houses were *built*." The burning is supposed to have been the work of incendiaries. The local institute held at Harmony, January 26th, was well attended. We were not present, but have learned that the meeting was a success. The exercises given by the pupils of the Harmony schools reflect much credit upon the efficient teachers—Chas. H. Gœhring, principal, and his able assistant, Miss Nettie McLure. Adams District, with commendable zeal, keeps up monthly institutes. These meetings are well attended by the Board and the citizens of the district. A local institute was held at Prospect, February 22d. About thirty teachers were present. The pupils of Mr. Rickett's school acquitted themselves well, reflecting the ability of their teacher. The Prospect Normal Academy, in charge of Prof. M. N. Crowe, is in a flourishing condition. With few exceptions, the teachers of the county have been successful. The importance and value of having good schools were never more fully recognized than now. J. H. Chatham is having marked success in the school in Petrolia made vacant by the resignation of O. P. Cochran. Mr. Cochran resigned to accept a more lucrative position in Allegheny City.

CAMERON—Supt. Pearsall: Local institutes were held this month at Sterling Run, First Fork, and Sizerville. The evening sessions were devoted to singing and recitations by pupils of the schools, while the day sessions were taken up with discussions of professional and scientific questions, class-drills, etc. Each meeting was well attended, and awakened considerable local interest in the schools.

CENTRE—Supt. Wolf: Four local institutes were held during the month. Considerable interest is shown in these meetings. Citizens, directors, and teachers, all take an active part in the discussions.

CLEARFIELD—Supt. McQuown: The schools have nearly all closed, and up to date not one failure has been reported to me. The extraordinary event of the month was the contribution of $10,000 for the erection of a new school building in Curwensville, by Hon. John Patton, President of the School Board. There is no restriction upon the gift except that no debt shall be contracted in erecting the building. The following is Gen. Patton's letter accompanying his generous donation, and addressed to the School Board:

CURWENSVILLE, Feb. 26th, 1884.

To Samuel Arnold, I. B. Norris, S. J. Gates, A. M. Kirk, and Daniel Faust, Members of the Curwensville School Board:

Gentlemen—I herewith hand you ten thousand dollars for the use of your Board in erecting a new school building. The only conditions I make are that the material shall be brick or stone, a good substantial building, large enough to accommodate at least six

(6) schools, and to be completed within fifteen (15) months from this date. With this sum, and the means you have on hand you can complete a building large enough for your wants, and leave no debt to be raised by taxation. This will be your central or high school, and the smaller houses you will have can be used for the primary schools. I feel well assured, from the long service I have had with many of you in the School Board, that you will do all in your power to provide as good a school building as can be had for the money, and leave no debt. I have, with most, if not all of you, felt the want of school advantages in youth. Now let us hope for better advantages for those who may follow us, and do what we can to provide for them.

Yours truly, JOHN PATTON.

CLARION—Supt. Anderson: On account of sickness in my family, I have been able to visit a less number of schools than usual. Most of the schools in the country districts will close early in March; a few have already closed. The percentage of attendance is lower this term than usual in some districts, which is to be attributed to the cold weather and the deep snow. For the same reason, visiting schools was also very difficult. One of the Toby township school-houses was burned down. Ashland has supplied two houses with new furniture. About 140 pupils in the county have agreed to enter the Elementary Graduating Class this spring. These examinations will be held in March.

DELAWARE—Supt. Stewart: There are four night-schools in operation; one in Lower Chichester, two in Upland, and one in Springfield. All have good and experienced teachers.

FOREST—Supt. Hillard: Tionesta Borough Board of Directors have adopted for use in their schools a text-book on alcohol and hygiene, and also supplied each school with a dictionary. They have also purchased a new lot for school purposes, and will erect a building during the coming summer. The Jenks township Board have furnished each school with a good map of the county. Our schools, as a general thing are in good condition and doing good work. I have thus far travelled 2800 miles, and made 163 visits during this year.

GREENE—Supt. Nickeson: The schools are closing for the winter term, and have done passably well, considering that one-third of our teachers are in charge of their first schools. Prof. J. N. Saddler has done noble work in the Waynesburg schools, having worked them up to a high degree of excellence. The Board should keep him if possible. They have a building that is an honor to the town, and with more work, more study, more reading, and more practical teaching, on the part of his assistants, the school would compare favorably with any graded school in the State.

JEFFERSON.—Supt. Kelly: The schools are doing well. The local institutes are well attended, and replete with interest. Our People's Educational Meetings are largely attended by teachers, pupils, and citizens. We feel like commending this feature of our work.

JUNIATA.—Supt. Smith: During the month I held two adjourned institutes. The McAlisterville Institute was attended by twenty-six teachers, and the evening sessions were unusually large, perhaps not less than 350 spectators, which is considered unprecedented in the history of adjourned institutes in this county. Through the courtesy of Manager Page, we occupied the large hall of the S. O. S. buildings. The joint institute at Richfield was equally large and interesting. Much good must come from these meetings. An element of our county is reached in this way that can never be reached by the county institute. Most efficient work was done by our best and most enthusiastic teachers.

MCKEAN.—Supt. Campbell: In addition to Kane, which I mentioned last month, Eldred borough has supported a lecture course during the winter.

MONTGOMERY.—Supt. Hoffecker: Two local institutes were held during the month. The attendance of teachers, directors and people was very large at both of these meetings. The popular feeling seems to demand more of this kind of educational work. They certainly have been the means of arousing a greater interest than was ever before manifested in the county.

NORTHUMBERLAND.—Supt. Wolverton: Our county is doing a good deal of good work. This consists partly in the practical operations of the school-room, and partly in the laying of plans for more effective work hereafter. This planning is co-operative work on the part of a number of directors from different boards. I have been much helped by the wisdom and advice received from them. A number of new houses are going up now, and more will follow. We look for progress at the next annual meeting of our "Directors' Association," to be held next month, March 4th.

PERRY.—Supt. Flickinger: Local institutes were held in three of the boroughs. They were well attended by the public, and much interest was manifested. Institutes are growing in favor, and our people are demanding them. I have no failures to report, and the work of the schools is satisfactory beyond expectation.

POTTER.—Supt. Buckbee: At a recent meeting of the Genesee School Board, it was decided not to have a summer term as usual, but to try the experiment of a continuos term beginning September 1st. They also voted to grade teachers' wages according to their certificates, and to pay better wages than ever before.

SNYDER.—Supt. Moyer: We held two successful joint institutes, one at Richfield, assisted by Supt. Smith, and one at Centreville, assisted by Supt. Johnson. I am making half-day visitations to each school, and hold large and interesting evening schools, at which the pupils are examined in the presence of many parents. Teachers from adjoining schools assist. The school-rooms are tastefully decorated. There will be many pupils who will not have missed a single day during the whole term. These will receive a "Roll of Honor Badge" from the Superintendent.

SOMERSET.—Supt. Weller: The school-house in Wellersburgh has been remodeled, and patent furniture added, making it one of the most attractive school-rooms in the county. Patent

furniture has also been placed in schools in the following districts during the year: Addison, Elk Lick, Greenville, Milford, Meyersdale, and Somerset.

SULLIVAN.—Supt. Little: A school case of considerable interest and importance has just been tried in our county court. In December, 1883, a boy, sixteen years old, a pupil of one of the schools in Laporte township, was arrested for disturbing the school. He was tried at the February term of court. Hon. T. J. Ingham, in charging the jury, stated that the public schools are protected by the act of 1864, which provided for the punishment of those who wilfully molest or disturb any meeting held for religious, moral, literary, scientific, agricultural, or horticultural purposes. The Judge held that a pupil of the school is liable to the penalty of the law just the same as a person not connected therewith would be.

UNION.—Supt. Johnson: During this month five local institutes were held. All these meetings were well patronized. Such questions as the following were discussed: "What are the greatest needs of our schools?" "*Resolved*, That it would be to the educational advantage of Kelly township to establish a central high school;" "What are the advantages derived from schools visiting each other?" During the month we have had one failure, and almost another, in West Buffalo district. Upon the whole, however, the schools of Union county are making fair progress.

ALLEGHENY CITY.—Supt. Morrow: The schools are doing well. The recent flood very greatly reduced our average attendance. The 8th ward school-house had ten feet of water in the first story. The 1st ward was also greatly damaged by water, the floods reaching the second floors of many of the houses. The Board of Controllers was organized last night by the election of D. B. Oliver, President; C. W. Benney, Secretary; and R. C. Miller, Chairman of the Library Committee—all by acclamation.

LANCASTER—Supt. Buehrle: As showing the actual increase in the number of pupils attending our schools, it may be interesting to know that three years ago, just previous to the occupation of the building on West James street, (the first of the recently-erected new buildings) our enrollment for February *exclusive* of the German-and-English and the African schools, was 208 in the high schools, 692 in the secondary, and 1,727 in the primary; the average attendance 198, 600, and 1,287 respectively. Comparing the figures for average attendence as being reliable and therefore best for the purpose, with those given above, it will be seen that the increase in the high schools has been 17 per cent., in the secondary 40 per cent., and in the primary 13 per cent. The increase in the number of teachers has been only 7, being 11 per cent of the number then employed, thus bringing about a considerable reduction in the cost of tuition, while at the same time a much larger number of pupils are attending the higher schools. This increase being principally in the secondary and high school grades, also proves that our pupils make more rapid progress in the primary and secondary grades. Nor should it be forgotten that both book-keeping and physiology were then but just introduced into the secondary grades, and that the kind of work required in drawing has been much advanced. To make the course more practically useful, language lessons have taken the place of grammar, and efforts have been made to cultivate a love for literature, as well as to train the pupils to habits of research and investigation. So also the course of study in the high schools has been considerably advanced. Natural history, chemistry, physics, geology, astronomy and moral science in the boys' department, and natural history, geology, astronomy, English literature, Constitution U. S. Latin and German in the girls' department, have since been added. As to the last-named branches of study, namely Latin and German, notwithstanding that the pursuit of them is optional, we have 38 young ladies studying the former and 51 the latter. Our schools have ceased to be the schools for the poor only, and are rapidly assuming their true position as schools for the people. By the erection of new and comfortable buildings at points easy of access, and supplied with suitable furniture, the Board has endeavored to meet the wants of the people, and has made it possible for a greater number of parents to receive a return for the taxes they pay, and they have accordingly not failed to avail themselves of the advantages offered by sending their children to the public schools.

PHŒNIXVILLE.—Supt. Leister: The schools are, I think, steadily improving. Vocal music is just now particularly engaging the attention of pupils and teachers. Two large classes—one of pupils, and one of adults—are taught very successfully twice a week by Prof. Wm. B. Hall, of Lancaster.

READING.—Supt. Baer: February 8th Col. Arms delivered his lecture on "Boys" at the Grand Opera House, under the management of our teachers. The object was to raise funds for a Teachers' Library—a library of works on pedagogics. The lecture was a success, and quite a handsome sum of money was realized.

SHENANDOAH.—Supt. Bartch: I am much gratified to be able to state that during the month the Board purchased a set of philosophical apparatus, a set of chemical apparatus, and a set of drawing models for our High school. The philosophical set contains a seventy-five dollar Voss Holtz Electric Machine, which gives entire satisfaction. Both it and the chemical apparatus were purchased from E. B. Benjamin, New York. Four hundred and one volumes have been added to our Library during the present school year. The library is well patronized. All these things show a progressive spirit on the part of the Board. The teachers are manifesting a deep interest in their work. In short, the whole school machinery seems to be in good condition.

WILLIAMSPORT.—Supt. Transeau: We added about $100 worth of books to our Public-school Library during the month. We are trying to build up a library that shall be a credit to the town.

BOOK NOTICES.

BARNES' NEW NATIONAL READERS.—*New National First Reader, 96 pages; New National Second Reader, 176 pages; New National Third Reader, 240 pages. New York and Chicago: A. S. Barnes & Co.*

Of all fields of special text-books, perhaps that of the School Reader has been most thoroughly worked. The contrast between the reader of thirty and forty years ago, and that of to-day, in beauty of typography, richness of illustration, and substantial excellence of paper and binding, is immensely in favor of the reader of to-day. In suggestiveness of method and character of contents also—with two or three exceptions among the higher grade reading books of the olden time—the advantage is altogether with the readers of recent years. The latest of these series is before us—"Barnes' New National." In every way they are books of great excellence, presenting whatever features have been best approved, as phonic drill, reading reviews, dictation spelling, conversational style, script exercises, outline drawings, memory gems, etc. The type, made specially for these books, is clear and open; and the illustrations, by the best artists, are remarkably fine. Teachers and directors contemplating change of text-books should see these readers.

MOSAICS OF GRECIAN HISTORY.—*By Marcius Willson and Robert Pierpont Willson. Pp. 554. New York: Harper & Brothers.*

As its name imports, the Mosaics of Grecian History is a collection of poetical gems, historical legends, and biographical sketches, deftly interwoven into a continuous narrative. The work is intended to create a taste for historical reading, and thus lead to the perusal of the standard works. Selections from the leading historians serve to impart a pleasing variety of style. The authors, very wisely we think, devote several pages to an examination and comparison of the chief merits of the principal writers on Grecian history. The work as a whole is of high character, probably too high to become speedily popular with the mass of readers. It assumes the existence of a literary taste which is far from universal. Still, the class to which it is adapted is a very large one, constantly increasing in numbers; and we hope, in the interest of culture, that it may find a wide circle of readers, especially among teachers.

A ROUNDABOUT JOURNEY.—*By Charles Dudley Warner. Pp. 360. Boston: Houghton, Mifflin & Co. 1884.*

To those who are familiar with the writings of Mr. Warner we need say nothing to recommend the present volume. If there are any who have not yet made his acquaintance as a guide through the high ways and by-ways of travel they have a pleasure yet to enjoy which should not be too long postponed. Mr. Warner is not only a close observer of men and manners, but he sees with the artist's eye and describes with the scholar's pen the scenes and places he visits. Through it all there runs a vein of delicate humor, sometimes latent, and sometimes faintly shimmering like the play of the lightning on the summer horizon. Though often on the verge of burlesque, he never, like most American humorists, descends to caricature. The present journey begins at Avignon, whence a short excursion of eighteen miles takes us to the far-famed Fountain of Vaucluse, the home of Petrarch. At Nismes we are introduced to a rare genius, M. Boucoiran, who, in an evil hour, conceived the idea of instructing English travelers in their own tongue. His book has been a great success and it is far more amusing than he can at all suppose. So tempting is it that Mr. Warner turns to it again and again to cull some striking passage illustrative of the "incapacities of the English language." From the south of France, we are suddenly transported, on Prince Hassein's wonderful tapestry, to Munich; thence we wing our way southward through the Tyrol across Italy to Palermo, where we arrive on the eve of the sixth centenary of the "Sicilian Vespers." Through Sicily we travel by modern modes of conveyance, visiting Girgenti, Catania, Taormina, and Syracuse, where we learn that the "Ear of Dionysius" is a historic fraud, an anachronism of more than two thousand years. A glimpse of Malta, and away we sail towards the Pillars of Hercules. Across the Dark Continent, where it is only forty-five miles wide, and we return to Europe and gladly follow our entertaining guide through the wild passes of Grenada, where four hnndred years ago the Moor and the Christian battled under crescent and cross—on our ride to the Alhambra. Of course, we do not leave Spain without viewing a bull-fight and hearing many a legend of monkish piety. Once more, by some mysterious means, we are conveyed again to Bavaria, to Baireuth, transformed by the magical genius of Wagner into a realm of romance. Here, in a theatre built by Wagner for the special purpose of fittingly presenting his operas, we listen entranced to the wonderful drama of Parsifal, and, when the curtain falls, we for a time no longer desire to wander about the tiresome every-day world.

BYNON'S FRACTIONAL APPLES.—*Manufactured by Jas. T. White & Co., San Francisco, California. New York: D. Appleton & Co. Price, $5.00.*

This San Francisco "notion,"—four hundred sets of which have been put into the schools of that city, and which is making its way eastward from the Pacific coast in a manner that must be encouraging to the manufacturers—presents the difficult matter of fractions in a few interesting and pleasant object lessons with "Apples." The set comprises three large apples, four inches in diameter, turned out of wood, and beautifully colored. They are divided respectively into the subdivisions of Halves, Thirds and Tenths. By the combining of these fractional parts almost every operation in fractions may be made visible to the child, and by the process of object teaching he is familiarized with the method of thought required. By the use of these apples even in the lowest grades, Fractions may be readily understood, becoming as simple as whole numbers. They should also be a great help in illustrating Percentage, Reduction, and many of the more difficult operations of Arithmetic. Each fractional part of these Apples has its value expressed as a fraction printed upon it. They are so arranged that the various fractional parts may be separately taken away, leaving any desired fraction remaining up to one thirty-second, one forty-eighth, or one thirtieth, as one or other of the Apples may be in use. A manual accompanies each set, showing how to use them and containing a variety of exercises. They are put up in a strong box and sent through the mails, without injury, to any address.

INFLUENCE OF MUSIC.—Man is as much a child of the beautiful as he is of wisdom or genius, Nature never drives us if she can avoid it; she prefers to allure us. She makes all things charming. She paints the fields and the woods that we may go to them, led by affection. She makes the face of youth beautiful, throws color on the cheek, and makes the lines of smiles and laughter come and go, and she sends the soul into the eyes, that young years may build up everlasting friendship. Yielding to his Divine Master's guidance, man follows the beautiful, and to the idea of home or temple or garden or city, he comes with both hands full of ornament. He claims for his house and his dress what God gives to the peach, or the leaf, or the rose. In this deep philosophy music comes as the decoration of a thought. Man submits his truths to several steps of this ennobling work. He found them in prose and he asks Milton or Dante, or Tennyson or Longfellow to frame them into poetry, but not yet satisfied

I'VE BEEN ROAMING.

CHAS. E. HORN.

Lively.

1. I've been roam-ing, I've been roam-ing Where the mea-dow dew is sweet;
2. I've been roam-ing, I've been roam-ing By the rose and lil-y fair;
3. I've been roam-ing, I've been roam-ing Where the hon-ey-suc-kle creeps;
4. I've been roam-ing, I've been roam-ing O-ver hill and o-ver plain;

And I'm com-ing, and I'm com-ing With its pearls up-on my feet,
And I'm com-ing, and I'm com-ing With their blos-soms in my hair, } I've been
And I'm com-ing, and I'm com-ing With its greet-ing on my lips,
And I'm com-ing, and I'm com-ing To my bow-er back a-gain, O-ver

roam-ing, I've been roam-ing Where the mea-dow dew is sweet,
(4) hill, and o-ver plain, To my bow-er back a-gain,

And I'm com-ing, and I'm com-ing With its pearls up-on my feet.
(4) And I'm com-ing, and I'm com-ing To my bow-er back a-gain.

he takes the thought to the great musician and asks Mozart or Weber or Schubert to pour still more color on the blessed thought. It was not enough for the Greeks that some of their truth took the poetic form of the drama, it must also be sung on the stage, so that between the uplifted hands of both Poetry and Music all might see how sorrowful was Œdipus or how sweet Antigone. Thus all through its history, music has ever been the final decoration of a sentiment. Poetry has done much when it has gathered up some of the pensive meditations of man when he draws near his long home and has called this rhythmical arrangement a poem. Even read to us, its flow of harmonious feet is impressive; but when Mozart goes further, and wreathes those words with his composition into a requiem, then is the cup of our realization full, and all the pomp and splendor of earth sink like the summer sun.—*Swing.*

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STATE SUPERINTENDENT AND POPULAR EDUCATION.*

BY E. E. HIGBEE.

YIELDING to the courteous compulsion of your president, I consented to prepare a paper on the subject already announced, although I should have been better satisfied, had he allowed me the pleasure of listening to some one among you, who, from longer service has gained more experience, and would be, therefore, far better qualified to guide this discussion than I possibly can be.

Again, in as much as the work of a State Superintendent is, in very many ways, conditioned by the authority lodged in his hands—and this is different in different States—I have felt compelled to confine my remarks to what may be called the most general duties growing out of the office as such, irrespective of local limitations,—duties which no doubt all Superintendents alike must feel themselves challenged to fulfil in their efforts to advance "popular education."

PUBLIC SENTIMENT.

UMBILDEN—EINBILDEN—FORTBILDEN.

With us, the whole system of popular education is organized by law, and not left to the voluntary impulses of the various communities which make up the State. It must not be suppposed, however, that such impulses are to be set aside or neglected. The "*thou shalt*" of the law is without doubt categorically imperative, yet it is addressed to a will that is essentially autonomic, and hence if it is to be something more than a mere abstraction, it must be met by the spontaneity of a free subject, which forms indeed the very element in which it is to make itself felt as something quite distinct from mere outward blind force. Law itself can never be properly effective unless the individual will is ethically mediated to it as the expression of the general or universal will. Without this the law will show itself arbitrary and tyrannical, and obedience to its demands, only slavery. Public sentiment, therefore—the individual thinking and willing of men in their social life—must be a matter of great concern to a State Superintendent. By virtue of his office, he should pay special attention to this, guarding and guiding it in his sphere, as best he can, and with ever watchful care.

In various sections, he may find an awakened interest indeed, but an interest which fails to grasp the true purpose of popular education, serving to demoralize, in place of advancing, the whole work. The immediate needs of our natural existence assert themselves so strongly as to lead many men to make strenuous efforts to direct the work of popular education to merely local interests,—binding it to those special trades or industries which the neighborhood has come to regard as of highest practical moment. This interest, narrow

* Address by State Supt. E. E. HIGBEE before the Department of Superintendence of the National Educational Association at Washington, D. C., February 13th, 1884, on "How a State Superintendent can best advance Popular Education."

and one-sided, however popular it may be, he must strive to reform and transform, (*umbilden*, as the German has it). There can be no permanent or solid advance in popular culture while an interest of this kind is made to rule. What is needed, in our judgment, is, that parents and municipalities come to see with some measure of clearness that the education of the young means vastly more than an apprenticeship to specific trades or industries, which, after all, are but instruments of life; that the as yet unformed character of the child demands a culture which shall give him the power of self-possession,—self-willing and self-thinking,—enabling him to choose with intelligent freedom his calling, and enter upon the personal work of determining his own destiny.

A State Superintendent can advance the work just specified by coming into direct communication with the popular life, to transform such one-sided and narrow interest as he may find prevailing. This he can do through the various opportunities which may come to him, or be made by him. In teachers' associations, in county institutes, in public addresses before gatherings of school-directors, or at dedication of school-houses, and through the public press, he can accomplish this, or aim, at least, to give a proper tone and tendency to public thought, that there may be no opposition to a training of the young which is liberal, and which can give them power to transcend their immediate environment of sense and sensuous appetites, and come into communion with the soul life of humanity in forms of reason and will, and find their own being joined in a common rational life with the thought and life of mankind.

Time does not allow us to follow ont at greater length this important work of transforming a wrongly-directed interest in popular education.

Again: The Superintendent may find in certain sections an almost absolute indifference. Parents, impelled by natural instincts, will feed and clothe their helpless offspring, but then, with a strange selfishness, use their physical growth and strength as so much added family capital in the way of material pursuits. They fail to see that this is but little removed from merely animal life. The school must be neglected for the plough. The hours of study must be spent in the mine or the factory. The spiritual life must be merged in mere carnalities, and the child made almost a beast or a thing. This interest, or rather want of proper interest, needs to be *informed* with *moral content* (*einbilden*), that the children, as parts of the social organism, may have their rights assured to them,—that they may have free room and all proper aid for their own personal development. Parents owe this to their children, and the State owes this to its citizens. It is thought by many that a compulsory law here is what is demanded. Such law, it is true, may remedy, in an external way, much of the evil of such indifference. But there is no compulsion so mighty as an intelligent love,—a moral sense of obligation interfusing the natural and instinctive impulses of parental life, and leading to a reverent regard for the personal development and perfection of the children. It is the duty, therefore, of a State Superintendent to use every effort to arouse a proper moral sentiment of this kind throughout such communities, to de-animalize them, so to speak, and awaken that inner compulsion of intelligent love, which will lead parents eagerly to seize all the educational means which are so universally at hand.

Again: The Superintendent may find, as I am glad to say he will, throughout many of our States, a warm and sympathizing public sentiment already at hand. This he must intensify and advance, (*fortbilden*).

Educational interests, as we all know, are so far removed from the ordinary material pursuits of life, and are carried forward with so little ostentation in the quiet retreats of our school-houses dotting the hill-sides and valleys of our land, that they demand a continuous stimulus. The children are in most cases too young either to feel or to know their needs in this direction. Much less can they make these known to others in the way of challenging their attention. Hence without keeping the public sentiment alive in their regard through journals and conventions, such as this, and others of like character, throughout our various States, educational interest will be in danger of falling into the back ground, or of being overwhelmed by the flood of material pursuits which is sweeping over the present age.

Thus much, brief and imperfect, relative to *Public Sentiment.*

LEGISLATION.

I now call your attention to *legislation*, as related to public sentiment. While, as has been intimated, legislation must pay proper regard to public sentiment so as not to be arbitrary and ineffectual, yet this public sentiment must be only the *condition*, not the *ground* of the law. What popular education instrinsically demands,—what its

true idea theoretically involves,—the true purpose or end which it has in view, this must be the ground motive governing all legislation in reference to it.

I can refer to one point only pertaining to legislation, which, however, I regard as of very special importance at the present, in the way of advancing popular education. It is this, viz: that the estate of education, the *lehrstand*, is fully coördinate to say the least with any other estate of the government, and *should be so recognized, not only by the several States, but by the general government itself.*

Why, on any rational grounds, should the element of national defense, the *wehrstand*, involving in this country, the regular army and navy, and the organized militia, require more careful supervision and general management than the *lehrstand*, involving the vast organization of the schools,—the inner spiritual defense of the Republic,—and reaching up into all the learned professions and technical institutes, and art associations, which characterize our modern civilization?

We are glad to say, that in the Commonwealth of Pennsylvania,—thanks to the prudent and effective work of the noble men, who following, at too late a period however, the example of Penn himself, organized this work, —the office of Superintendent of Public Instruction, is a distinctive part of the government itself, coördinate with the other departments of State administration. So should it be, not only in regard to the special administration of individual States, but also with the general government itself, opening the way for a more organic unification of this work throughout the Great Republic.

Indeed, the work of popular education is becoming so massive and *inter-state-like*, and demands upon it are becoming so broad and national, especially when the large body of emancipated negroes are seeking, as their right, facilities for an emancipation more inward and spiritual than that already secured through the clash of arms and awful carnage of the battle-field,—and when also the large mass of uncivilized Indians, now almost a nomadic horde without any mind-culture except that which may be gained in war and hunting, are asking in behalf of their children, means of advance and culture which may make, at least, the coming twilight of their vanishing race bright with some rays from Christian civilization,—the work of popular education, we repeat, is becoming so massive and inter-state-like, and so many demands are challenging it, that the time is already at hand when the general government ought to see the necessity of going beyond the organization of a merely subordinate bureau commission, to secure for it a proper oversight and management.

Of course, in this country more than in any other, a vast amount of administrative work is done by voluntary associations; and it is well that it so. But there is always danger that in work of this kind, divergent policies may so fasten themselves in the public mind as in the end to arouse irreconcilable differences which disharmonize, and retard and cripple the general work in hand. This has been felt already in the relation between our elementary training and our higher academies, and colleges, and universities. It is, in my judgment, very important, therefore, that in our newly erected States, there should be such legislation in regard to public instruction as shall unify at the very start, the whole movement, and thus avoid the very antagonisms and difficulties which have been felt in our older States, growing out of the relation, or rather want of relation, between the legally organized education and that which is carried forward mainly by voluntary associations not under the regulation of State laws. Hence, for our newer States, and for our Territories, rapidly developing in resources and population, and already standing on the verge of fully organized States, and for the large mass of uncivilized Indians, and the larger mass of illiterate Negroes in the South, a *general* supervision and management is demanded; and there should be at hand a general officer, or *Minister of Education*, whose reports should come before the Congress, opening the way for that intelligent legislation, which the *lehrstand*, or the general estate of education in this Great Republic requires.

Much has been done already by the efficient labors of the present Commissioner of Education; and I feel sure he will not regard it as at all offensive that I have urged a larger grant of power, and a closer organized relation of such general work to that carried forward through the various States and Territories of the government.

Other points have suggested themselves to my mind; but I fear I have already consumed too much time. Therefore, asking your friendly forbearance, if I have touched upon no topics which may elicit profitable discussion, I will close this paper, hastily written amidst the pressure of official business, assuring you of my *zeal* at least in the work, if it be not according to knowledge.

THE REMEDIES OF NATURE.

FELIX L. OSWALD, M. D.

HYGIENIC pathology, or the plan of curing the disorders of the human organism by the aid of the remedial agencies of nature, is founded on the fact that disease is not only a wholly abnormal condition, but that, within the years allotted to the individuals of our species, there is a strong healthward tendency in the constitution of the human system, which tendency does not fail to assert itself as soon as the predisposing cause of the disorder has been removed. In the treatment of consumption and scrofula, the principles of this theory have been generally recognized; but I believe that their application to the nervous diseases (asthenia, neurosis, chlorosis, hysteria, nervous debility) is destined to effect a still greater reform in the present system of therapeutics.

The study of biology is largely a study of hereditary influences. In the form and structure, in all the peculiar life-habits of each organic being, we can trace the outcome of ancestral transmissions, and, as a general rule, the persistence of such peculiarities corresponds to the length of time during which the influence of their causes was impressed upon the character of the species. The period of artificial civilization, even if considered as co-eval with the era of recorded history, is but a moment compared with the ages during which man-like creatures, the ancestors of our domestic animals and the prototypes of our cultivated plants, existed in the warmer zones of our planet. After six thousand years of cultivation on parched hill-sides, the vine is still by preference a tree-shade plant. After many thousand generations of cats have been fed and petted in daytime and neglected after dark, puss is still a night-prowler. Barnyard fowl have still a predilection for thorny jungles, and in the plains of Russia the descendants of the mountain-goat climb woodpiles and cottage-roofs. In the constitution of all organic beings there is a tendency to revert to the original life-habits of the species. Biologists have long recognized the significance of that law, but its hygienic importance has hardly begun to be understood. For it implies not less than this: *That the vital functions of every living being are performed more easily and more vigorously under the conditions to which the constitution of its organism was originally adapted.* A swamp-boa may subsist for years in a dry board cage; eagles have been chained to a post for a quarter of a century, and lost the gloss of their feathers, their vigor, their courage, though not their lives. No drugs would cure the ailments of such captives; but restore them to their native haunts, and see how fast they will regain their native vigor! Their infirmities could not have been traced to any single cause, but were due to the combined influence of numerous unnatural conditions.

A similar combination of abnormal circumstances causes thousands of the perplexing complaints known as *nervous diseases*—nervous debility, languor, want of vital vigor. The introduction of narcotic drinks is no sufficient explanation for the present increase of such disorders. Prince Pückler-Muskau describes an iron-fisted Arab chieftain of Southern Tunis who, in his eightieth year, could manipulate a bow that would have nonplussed the champion of our archery clubs, who undertook an expedition that kept him in the saddle for three days and two nights, and who could abstain from food for the same length of time, but always traveled with a skinful of moist coffee-paste, which he sucked and chewed like tobacco. West China mountaineers, able to contest the prize of any weight-lifting match or wrestling-bout, and of otherwise most abstemious habits, can not subsist without a daily dose of the national beverage. No sensible person would maintain that such people owe their vigor to their narcotic tipples; no pathologist would deny that it deprives them of part of their strength; but that its use alone could cause the premature decrepitude of millions of Indo-Germanic invalids would be an equally untenable assertion. It is merely an additional factor in the multitude of unnatural habits that make up the misery of our modern modes of life.

That our primogenitors passed their days among trees, is one of the few points on which Moses and Darwin agree; whether four-handers or frugivorous two-handers, they certainly were forest-creatures, and breathed an air saturated with elements of which the atmosphere of our tenement barracks is more devoid than the briny breeze of the ocean. Our lungs suffer for it; but not our lungs alone. Besides being the best pulmonary pabulum, oxygen is a nerve-tonic; a forester, a hunter, a Swiss shepherd-boy, in a state of tubercular consumption, would be less exceptional phenomena than in a state of nervous fretfulness. A constitutional kind of good-humor sweetens the

hardships of the overtaxed peasantry of Southern Europe, as its absence certainly aggravates the misery of our factory-slaves. And it would be a mistake to suppose that only summer air can exercise this nerve-soothing influence. Let a chlorotic girl take a sleigh-ride on a cold, clear winter day, or through a snow-storm; let her skate; give her a chance to get an hour's out-door exercise even on drizzly or frosty days. The north wind may white-freeze her ear-tips, but it will restore the color of her cheeks, it will restore her appetite, her energy, and her buoyant spirits. Those whom necessity compels to limit their out-door rambles to the half-mile between home and shop, should let the night make up for the shortcomings of the day, and sleep—in dry weather, at least—with a wide-open window. Only a first experiment of that sort will necessitate the addition of a night-cap to one's bedclothing; and even nervous ladies will resist the temptation to cover up their faces, if they find how soon the wonted morning languor gives way to the influence of Nature's restorative. Those who dislike to risk the discomfort of initiation before ascertaining the value of the remedy can make another test-experiment: After a summer excursion, when fatigue and early rising enable anybody to sleep soundly in an open tent, the first few nights after returning home will be a favorable time for defying the night-air superstition and sleeping, perhaps with slight qualms of the old prejudice, but without the least bodily discomfort. on a balcony or in an open hall, with open windows on all sides. After a week, transfer the couch to the old air-tight bedroom, and note the result: All the next forenoon a queer feeling of discomfort, as after a prolonged exposure to the fumes of a smoky kitchen, will illustrate the difference between natural and unnatural modes of life. To persons who have thus emancipated themselves from the delusions of the night-air dread, the atmosphere of a close bedroom is oppressive enough to spoil the night's rest and bring on a relapse of many of the distressing concomitants of nervous insomnia. A slight elevation of the window-sash will remedy the evil, and we might expatiate upon the correlation between the nerve-centres and the respiratory apparatus of the human body, but the plain ultimate reason is that the organism has been restored to an essential element of its original existence.

Jacob Engel has a story of a splenetic student who composed his own funeral dirge, with a lugubrious list of the sorrows from which the anticipated demise would liberate his soul. On discovering the lyric, his father ordered him to excavate a gravel-bank for a family vault, as none of his relatives could be expected to survive his untimely fate. The prescription proved a success. Want of exercise is, indeed, a most fruitful cause of nervous maladies. Our Darwinian relatives, creatures so similar to us in the structure of every muscle, every joint and sinew of their bodies, are the most restless habitants of the woods. "It makes one dizzy to watch the evolutions of the long-armed gibbons," Victor Jacquemont writes from the Nerbudda; "the first one I saw made me think that he was suffering from an acute attack of St. Vitus's fits, but I have found out that it is a chronic disease. They keep moving while the sun is in sight." Savages alternate their wigwam holiday with periods of prodigious exertion, and an occasional mountain tour would atone for a good many days of city life, but hardly for weeks of sedentary occupation. Without at least one hour per day of active out-door exercise, no native strength of constitution can resist the morbific influences of stagnant humors. Of the immortal soul's dependence upon the conditions of the body there are few stronger illustrations than the psychic influence of narcotic drugs. A mere indigestion can temporarily metamorphose the character of the patient, and all manner of symptoms ascribed to "heart-disease," aneurism, intestinal parasites, spinal or cerebral affections, are often simply due to depraved humors and their reaction on the nervous system. By increasing the action of the circulatory system, physical exercise promotes the elimination of such humors, with their whole train of morbid consequences—chlorosis, tantrums, troubled dreams, and the nervous affections proper; restlessness and the want of vital energy.

What amounts of "tonic" nostrums—keeping their promise of restoring the vigor of the system by producing a *fever energy*—would be thrown in the gutter, if the patient could be persuaded to try the receipt of Jacob Engel! "When I reflect on the immunity of hard-working people from the effects of wrong and over-feeding," says Dr. Boerhaave, "I can not help thinking that most of our fashionable diseases might be cured *mechanically instead of chemically*, by climbing a bitterwood-tree, or chopping it down, if you like, rather than swallowing a decoction of its disgusting leaves." For

male patients, gardening, in all its branches, is about as fashionable as the said diseases, and no liberal man would shrink from the expense of a board fence, if it would induce his drug-poisoned wife to try her hand at turf-spading, or, as a last resort, at hoeing, or even a bit of wheelbarrow-work. Lawn-tennis will not answer the occasion. There is no need of going to extremes and exhausting the little remaining strength of the patient, but without a certain amount of *fatigue* the specific fails to operate, and experience will show that labor with a practical purpose—gardening, boat-rowing, or amateur carpentering—enables people to beguile themselves into a far greater amount of hard work than the drill-master of a gymnasium could get them to undergo. Besides the potential energy that turns hardships into play-work, athletes have the further advantage of a greater disease-resisting capacity. Their constitution does not yield to every trifling accident; their nerves can stand the wear and tear of ordinary excitements; a little change in the weather does not disturb their sleep; they can digest more than other people. Any kind of exercise that tends to strengthen—not a special set of muscles, but the muscular system in general—has a proportionate influence on the general vigor of the nervous organisms, and thereby on its pathological power of resistance.

For nervous children my first prescription would be—the open woods and a merry playmate; for the chlorotic affections of their elder comrades—some diverting, but withal fatiguing, form of manual labor. In the minds of too many parents there is a vague notion that rough work brutalizes the character. The truth is, that it regulates its defects: it calms the temper, it affords an outlet to things that would otherwise vent themselves in fretfulness and ugly passions. Most school-teachers know that city children are more fidgety, more irritable and mischievous, than their village comrades; and the most placid females of the genus *homo* are found among the well-fed but hard-working housewives of German Pennsylvania.

That hard work in the factory does not lead to the same result is due to the contrast between fresh and foul air; but also to the difference between sunshine and artificial twilight. Light is a chief source of vital energy, and every deduction from the proper share of that natural stimulus of the organic process is sure to tell upon the well-being of every living organism. See the difference between the vegetation of the south side and the north side of the same mountain-range, the gradations in the stunted appearance of hot-house plants, house-plants and cellar-plants, the achromatism and strange deformities of animals inhabiting the waters of underground rivers. The direct rays of the sun seem to exercise many of the effects which the manufacturers of "electric brushes" ascribe to the use of their contrivances.

The diet should be sparing, but not to the degree of being astringent, for chronic constipation and nervousness are always invariable concomitants. There are many appetizing vegetable articles of diet of which a liberal quantum can be eaten without exceeding the needs of the organism; but here, more than elsewhere, it is of paramount importance to remember the chief rule of the peptic catechism: not to eat till we have leisure to digest. Vertigo, myopsis (visions of floating specks clouding the eye-sight), palpitation of the heart, and the indescribable irritations and discomforts of the sufferers from nervous disorders, can frequently be traced to the influence of after-dinner work—work, perhaps, requiring severe mental application, though the brain aches for rest—while about a million of American school-teachers and counting-house drudges still aggravate their misery by the use of tonic bitters in the United States, and of ginger-drops and *chilè colorado* in South America. Narcotic drinks are an equally fruitful source of nervous affections, and *tea*, the chief culprit, is too often mistaken for a liberator. A cup of "good, strong tea" relieves a nervous headache in exactly the same manner that medicated whiskey relieves the distress of a torpid liver; and the fact that the abnormal excitement is regularly followed by a depressing reaction would not undeceive the victim of the stimulant-delusion, if the repetition of the stimulation-process were not sure to impair the efficacy of the tonic, unless the dose is steadily increased.

It is only after that increase has in vain been carried to an alarming extent, that the patient is apt to look for a less delusive remedy. And yet the sudden discontinuance of a long-wonted tonic will at first aggravate the distress to a degree that would overtax the endurance of most persons, and the trials of the transition period should therefore be mitigated by the influence of some healthy stimulus—the diversion of a journey, or of an exciting and very pleasant occupation. Indigestible made dishes should

also be carefully avoided, and the gratitude of suffering thousands—both nurses and patients—awaits the philanthropist who shall give us a treatise on the art of preparing an appetizing dinner without the use of the frying-pan. Nervous people are extremely fastidious, especially in the choice of their solid food, and doubly so after the interdict of their favorite liquids; yet a single plateful of fried and spiced viands may bring on a relapse of the unhappiest symptoms, with the attendant mental affections of the poor followers of Epicurus who "would be perfect gentlemen if it were not for their tantrums." Spleen is a disorder of the nerves, rather than of the brain, and a large complexus of nerve-organs is situated in the close proximity of the stomach. The eel-stews of Mohammed II. kept the whole empire in a state of nervous excitement, and one of the meat-pies which King Philip failed to digest caused the revolt of the Netherlands. If hired girls had a vote in the matter, ladies of a certain temper would be restricted to a diet of attractive vegetables.

In the homes of the poor, nervous afflictions are sometimes the result of *insufficient sleep*. After a sleepless night, the attempt to engage in labor of an exacting kind will lead to a fever of fidgets and nervous twitchings, and the same consequences may result from the habit of rising every morning before Nature admits that the gain of the night has quite equalized the expenses of the foregoing day. But it is a true saying that we are not nourished by what we eat, but by what we digest, and that an indigestible meal is as bad as a fast-day. Nervous people should remember that unquiet sleep is not much better than sleeplessness, and that the blessing of a good night's rest can be enjoyed only in a well-ventilated bedroom. With the largest possible supply of fresh air by day and by night, with sunshine, out-door exercise, and healthy food, the most obstinate nervous disorders can be gradually overcome; the impediments yield, till the river of life flows with an unobstructed current: the body has been restored to the conditions of existence for which its organism was originally adapted.

Popular Science Monthly.

TO-MORROW! the mysterious, unknown guest,
Who cries to me: "Remember Barmecide,
And tremble to be happy with the rest."
And I make answer: "I am satisfied;
I dare not ask; I know not what is best;
God hath already said what shall betide."

Longfellow.

LITERATURE OF TEACHING.*

BY ANN SHARPLESS.

IT was years ago that I was for the moment startled by the words of a friendly interrogator—"Thou that teachest another, teachest not thou thyself?" And I think we all of us feel we have no right to our positions except as teachers taught. The mind that forms and feeds other minds must be itself a living, growing power.

But what do we teachers need, to live and grow by? Ah, we need very much, a great variety of agencies and circumstances; but it is my place to deal with only one force (if, for the present, you will allow me to assume it to be a force) *i.e.*, the literature which has placed before us the observations and experience of other teachers, or of those who, like Herbert Spencer, give us the benefit of a glance at our profession from a point of view outside the circle.

But there are teachers who question whether they can afford to spend time on this kind of literature, or who ignore it without questioning. The acquisition of a knowledge of the subject-matter to be taught is, in their eyes, the preparation needed. No one doubts the importance of this latter knowledge. Cases are rare of those who know too much of what they attempt to teach others. Perhaps we hear of teachers who do, but it seems to me the real difficulty in these cases is that their own abundant knowledge is not subordinated, and that *talking* takes the place of *teaching*.

No doubt to you and to me it seems the opening to some trite remarks to speak of the importance in the educational field of a knowledge of *mind* and *method*, as well as *matter*, and I forbear to expand; but I think that any one who views education as "the harmonious evolution of a human being," any teacher who allows himself to face patiently, steadily, courageously, the great problems which meet him as he endeavors to train his heart, mind, and body to their full perfection, must feel that a mere knowledge of the subjects taught does not make him sufficient for his work—must feel that he can ill afford to go on in his own way if there is a better—that he must not experiment on his charge, where results that are certain have already been determined. He becomes painfully conscious, too, that very close around him lie the limits of his own

* Read at a meeting of the Friends' Teachers' Association of Philadelphia, February 9th, 1884.

capabilities. He is baffled by his own impotency. He fails in his inspirations.

The teacher who feels thus—the importance of his undertaking on the one hand, and and his own insufficiency on the other—and every true teacher will feel thus—will not fail to consider whether he stands upon a groundwork of right principles, whether his methods are in accordance with those principles, what he can do to avoid the inevitable tendency to undue routine and to stagnation, what more extended outlook he can gain of the possibilities of his influence; and then I think we shall see upon his book shelves and his table the books and papers of his profession.

The literature of teaching divides itself into four classes: Works relating, first, to the history of education; second, the science of education; third, the methods of education; and, fourth, a very important class of writings whose province it is to inspire, to keep up our faith, hope, and patience. Of course, many works belong to more than one class, as periodicals and biographies of successful teachers.

In the history of education we find accounts of schools of various countries, and meet with many theorists and practical workers, ranging, in point of time, between Roger Ascham and Francis Parker. Among the latter which form interesting subjects of study are the Jesuits, with the good and bad features of their school, powerfully influential in bygone days; Montaigne, who spoke as strongly as any modern for the cultivation of the understanding, and against "stuffing the memory;" Ratke and his ten rules, now accepted for the most part; Milton's extremely liberal curriculum, found in his *Tractrate on Education;* Comenius, the Moravian, whose *Didactica Magna* shows "the art of readily and solidly teaching all men all things" (why need we go further?); Locke, who favored home tuition and wished to make school-work pleasant, anticipating the "New Education;" Rousseau, whose *Emile* exerted so surprising an effect on Europe, and which still has the power to astonish; Pestalozzi, who is too well known to do more than name, and Jacotot, with his three paradoxes: "All human beings are equally capable of learning;" "Every one can teach that which he does not know himself," and "All is in all." But enough of these. An interesting article outlining the history of education is found in the *Encyclopædia Britannica.* Donaldson has lectures, one on the History of Education in Prussia, and the other on Education in England. Henry Barnard, who started the *American Journal of Education* in 1856, and was afterwards first Commissioner under the United States Government, has published various volumes of English, French, and German educators, and I think American also. An interesting and satisfactory account of theories of pedagogics and a discussion of their merits is found in Robert Herbert Quick's *Educational Reformers.* Kiddle and Schem's *Cyclopædia of Education* gives short notices of the same, and is, altogether, a volume well worth having for consultation on school matters in general.

The science of education has received most attention in Germany, and that within the past hundred years; but now that professorships of didactics have been elsewhere established, we may hope to have the philosophy of education more popularly and satisfactorily treated than has hitherto been the case. Herbert Spencer, however, whatever may be thought of his other philosophy, certainly gives us an interesting and in many respects a valuable discussion of the philosophy of education. Joseph Payne's *Lectures on the Science and Art of Teaching* come highly recommended. In conducting my own work, I have used the first few chapters of Johonnot's *Principles and Practice of Teaching* perhaps more than any other authority, but have been obliged to refer to a variety of sources to obtain the information needed.

"But," to quote from the *Encyclopædia Britannica,* "the science of education is still far in advance of the art. Schoolmasters are still spending their best energies in teaching subjects which have been universally condemned for the last two hundred years. We must pursue the patient methods of induction, by which other sciences have reached their stature of maturity; we must discover some means of registering and tabulating results; we must place education in its proper position among the sciences of observation. A philosopher who should succeed in doing this would be venerated by future ages as the creator of the art of teaching."

Our own country in establishing the Bureau of Education has done much to make the above result attainable; and the fine library at Washington, under the charge of Commissioner Eaton, would probably suggest many volumes for our reading.

Books coming in the third and fourth divisions, or in several, are more numerous than those of a purely scientific character, and are better known. Some are excellent.

The well-thumbed pages of Dr. Brooks' *Normal Methods of Teaching* show the service it has been, because of the clear statements of various methods and the satisfactory reasons given for the choice of one. David Page's popular book, *Theory and Practice of Teaching*, has not yet lost its place. Only a day or two ago I received a letter from a teacher in a distant neighborhood speaking of the pleasure with which it had been perused. Colonel Parker's *Notes of Talks on Teaching* has made so favorable an impression that we await his *Methods of Teaching* with interest. Perhaps I over-estimate Fitch's works, but I fail to find in the statements of any other educational writer a juster comprehension of the difficulties and needs of both teacher and pupil, or more common sense put into a neater, clearer style. His larger work, *Lectures on Teaching*, perhaps does not always descend to the details some would desire, but I am sure it is calculated to put a better spirit within us. Two of Fitch's little pamphlets, *The Art of Questioning* and *The Art of Securing Attention*, I think no teacher, unless he be a veteran, can afford to do without. They belong to the School-room Classic series, and are published by C. W. Bardeen, Syracuse, N. Y., fifteen cents each. Of the same series are Bishop Huntingdon's *Unconscious Tuition*, good as an inspiration, and Dr. Richardson's *Learning and Health*. The firm referred to also publishes *Hughes' Mistakes in Teaching*, which serves very well as a catechism by which to examine ourselves and our work. There is a little volume published a few years ago, called *Aid to Family Government, or From the Cradle to the School*, by Bertha Meyer, which is said to be "the most widely known and popular treatise on this subject that has appeared in Germany during the past generation." It is translated by M. L. Holbrook, M. D. In it appear the theories of Richter and Froebel popularized.

But I have gone thus far without naming Wickersham's *School Economy*, whose wide circulation attests its fitness for the purpose intended. Kellogg has a smaller but good work on school management, appearing under the heading of the *New Education*. An English writer, under the head of "B. H.," has some true and pleasantly written thoughts in *Stray Papers on Education*—good to pick up at odd moments. Horace Mann's Reports, especially those for 1843, are interesting.

Biographies of such teachers as Francis Wayland, David Page, and Mary Lyon, furnish stimulus. I do not know that better teachers' reading can anywhere be found than the life of Dr. Arnold.

The literature of teaching which appears in the form of periodicals is so extensive it is difficult to make a selection. If what is wanted is a paper that deals with principles and theories, but sometimes contains also well-written practical articles, *Education* will probably suit. Among the journals treating of every-day school matter and supplying educational news are *The New England Journal of Education* (*Boston*), *Teachers' Institute* (*New York*), and *Practical Teacher* (*Chicago*). *The Pennsylvania School Journal* appears to be the best State educational paper published in this country. The merits of *The Student* are too well known to need a statement of them at this time and place. To those desiring to pursue the subject farther, I would say that the bibliography of pedagogics is far from being exhausted by this paper. *The Student.*

INSECT LIVES—V.

THE ODDS OF A HUNDRED TO ONE.

BY JULIA P. BALLARD.

WE had been looking in vain for caterpillars on grapevine, walnut, and sycamore, when we stopped before a large woodbine, which threw its clusters over the side of my friend's piazza, in Pittsfield, Mass. We sent our eyes upon a voyage of discovery, and peering among the thick matted mass of green—

"Oh, here is a fine fellow," exclaimed Teddy, the eager little boy being the first to discover a pale green caterpillar, so nearly the color of the vine that the similarity was his greatest protection.

"Here is another, and another! They seem to be out in force to-day; but these are so high up—how shall I reach them?"

"I'll get a step-ladder," said Teddy; and disappearing behind the corner of the piazza, he soon came back tugging the heavy steps, and placed them under the woodbine. Now for some tumblers. They were soon brought, and the caterpillars imprisoned before they knew it, eating on the leaf which had been clipped from the vine without even disturbing their dinner. It was well we secured at many as we did, or even one moth mighs not have repaid us; for the caterpillar of the woodbine, in common with many others, has a secret little enemy, from which he is

not apt to escape. These nice-looking ones with such good appetites, however, did not seem to have any lurking danger. But one can not always tell. Damocles was not the only one over whose head hung a sword while he was enjoying his repast. Teddy selected two of the best—not to keep himself, but for the friend who was helping him hunt them. The caterpillars were soon separated; Teddy's remaining where they were found, and the two others going a long journey. Pretty soon some strange things appeared on Teddy's caterpillar. He ate on, but looked rather dispirited, as if he had caught a glimpse of the hair by which the fatal sword was suspended. Soon he was walking about with something all over his back, which made him look as if he had taken a bath, and then rolled about in a box of rice. The microscope showed these rice grains to be perfect cocoons, white and silky, and each looking as if a little cover was fitted to one end. Something moves inside of these. Some of the little intruders are still working on the inside of their rice-houses, polishing the ceiling and giving the finishing touch to the walls.

By and by they are completed, and then the woodbine caterpillar begins to grow weaker. After a week or two, these little covers begin to fly open, and as they lie back on their hinges, out of each one creeps a small fly, and begins to go up the glass. He is a prisoner, and we can study him. He is one of our old friends, a species of Ichneumon, with ugly mouth, jointed antennæ, hooked feet, amber legs, and thin, narrow wings. He is very small—but there are so many! The poor caterpillar can not stand it. A hundred to one is too much, and by the time that over one hundred of these swords have pierced his body, he was, as Teddy's grandmother said "very dead."

But the two caterpillars which took the journey seemed to escape this trouble. They both soon went into chrysalids. One drew a leaf about him, and fastened it with a few glossy hair-lines to the bottom of the glass; the other made a hint of a cocoon, with a thin network of gauze-spun threads, and twenty days after came out a pretty moth—the fore wings olive-gray, banded and shaded with olive-green, and the hind wings a reddish brick or rust color. Both pairs of wings were uniquely scalloped. The chrysalids were, first a sort of mulberry color, irregularly spotted here and there, and the one which opened, growing brown (and a very dark brown between some of the centre rings), just before coming out. The second chrysalis, formed some days later, is brown and dark-ringed; but as it is a fortnight since the moth made his appearance, he is taking it very leisurely, if he appear at all. This caterpillar and moth answer to the description given by Harris of the Choerocampa, or hog caterpillar (which seems as great a misnomer as that of the Polyphemus), from a fancied resemblance of the head to that animal—the head of the caterpillar being small, and the fourth and fifth rings very large, and tapering to the small head.

The moth has been named Pampinatrix, from its living on the shoots of the vine. The caterpillar lives upon the grape, as well as the woodbine. In Harris' description, it is said that the moth leaves the chrysalis "in the month of July, of the following year." But this (as most other moths) has an opportunity of trying the world twice in the course of a year. Some very large caterpillars—four inches in length, and as large as one's finger or thumb—closely resembling the Choerocampa in shape, have since been found on a woodbine in Pennsylvania. They were, however, so completely covered with the "rice houses" (more than a hundred to one) that they were not kept. Only, the parasites were brushed from one into a box, and now the "syrup cups" are opening, and a perfect colony of Ichneumons are running up and down the glass, wondering how they came to be born in prison.

AN EARLY CECROPIAN.

Two rough brown oval cocoons, spun (with one flat surface fastened lengthwise to a branch) by the large green caterpillar of the *Attacus cecropia* moth, were brought in, and lying side by side, looked as nearly alike as possible. From one of them, on March 1st, as if to show his appreciation of spring, the fine Cecropian stole out which is now in the glass before me. The other cocoon, from eagerness to see what promise it gave of a mate, was carefully cut at one end; when lo, an empty chrysalis within! Even with a microscope no place of exit was to be discerned. But his cast-off dress was in the tomb, and it was evident he had with more skill and science than the vanishing Arab, gone off without his tent, to enjoy the freedom he could not have had, had he been born in prison. I could easily believe the remark of Harris, as I searched in vain for the "front door," that the threads of the cocoon of this moth "converge again by their own elasticity, so as almost entirely to close the opening after the insect has escaped." In fact, I could omit the "almost."

The change is indeed marvelous from the large, light-green and coral-dotted caterpillar (making one think of a cactus stem that had concluded to walk off), to the gray, white, and cinnamon-brown moth. The six legs and most of the body are cinnamon-red. The broad, brown antennæ, with central amber stem, come out from the front of the rather small cinnamon-colored head. Just back of this a neat white collar, and then the tufty brown, extends back half an inch, and from it proceed the wings. Then comes a narrow band of lead color, and the rest of the body is ringed with black, white, and cinnamon-red, alternating. Along each side are seven round cinnamon-red spots, bordered with white. The finish of the hinder wings, in heavy lines of alternate gray and black, remind one of pheasant's wings; but above this border is a line of the red, and above that, a narrow line of white. In the rich, furry grayish-brown of the hind wings are two large crescents of red and white. The front wings have no white in the stripe above the beautiful scalloped gray and reddish-white. They have an eye-spot near the edge, of very dark brown or black, edged with white. It is a very rich moth, though not as soft in the harmony of its colors as the Polyphemus. Like that it is very gentle in its manner, keeping almost entirely quiet during the day, and flying but little in the evening. Its eyes are black. If it has any tongue it is not to be seen, at least while the moth is living, even with a microscope; nor can the moth be tempted to use it. Its wonderful tenacity of life, when this fact is considered, is very remarkable. It will live about three weeks apparently with no food, and pays slight attention to any thing ordinarily used in putting moths to sleep!

This moth stands most of the day with its wings almost together, but will slowly open them to their full extent if blown upon slightly. The caterpillar may be found upon the apple, cherry, or plum-tree, and changes, from being at first a deep yellow, to its last coat of handsome light green, before going into its chrysalis. It is said by Harris to come out in June, but, whether on account of the very mild winter and the usual difference of climate between Massachusetts and Pennsylvania, or as a surprise to insect lovers, this Cecropia is three months in advance of that season. So early an exit will make less difference to a moth without a tongue. There are three fine cocoons of the *Attacus cecropia* before me, in a glass box (opened at one side so that the chrysalids can be watched), as I write (March 29, 1879), and by the transparent lines between the rings, one of them shows it will soon release its impatient prisoner. The Cecropia worm spins its cocoon invariably alongside a twig or branch, when in the orchard or wood. But one of these three (the caterpillar of which was confined in a glass jar) made his cocoon of the usual shape and texture, except that the material is a richer, glossier brown, but it is not attached to a stem. It was fastened to the side of the glass by a heavy web of dark silk, very much darker than the cocoon itself, which is a handsome russet-brown. The inner lining is very glossy, and the whole fully three inches long.

FORMATION OF CHARACTER.—I.

DR. H. CALLENWOOD, SCOTLAND.

THE teacher is an instructor in the widest sense. To him is intrusted the development of the whole nature, in so far as that is found to be needful for school discipline, and possible through means of it. The two departments, instruction and training, are indeed quite distinct, and admit of separate treatment. But both ends must be sought in the midst of the same school exercises. From the one point of view, the teacher seeks to make his scholars observant, reflective, well-informed, and prompt in the use of their faculties. From the other he seeks to make them upright, generous, and brave. The relative importance of these two ends will be at once recognized. As meanness of disposition is worse than slowness of intellect; as selfishness is worse than defective memory; as cowardice is worse than ignorance—special importance is to be attached to the department of moral training. The teacher cannot, indeed, raise such training to the position of primary importance, since all the school arrangements are made expressly for instruction in the ordinary branches of knowledge. But there is no need for this, since moral training is gained not so much by formal inculcation of duty as by practice in well-doing throughout the common engagements of life. If, however, moral training do not expressly engage the attention of the scholars as a subject of study, it is to be continually the subject of consideration with the teacher. It makes no difference whether it be grammar, or geography, or history which is being taught, the formation of

character goes on with equal facility. So generally is this recognized in the profession, that Mr. Currie has set this down as his first statement in his valuable work on education —"Education comprises all the influences which go to form the character."

On the other hand, it is not to be forgotten that it is much easier to instruct than to train. The conditions under which these two proceed differ greatly. If a man be himself instructed, and if he only explain things with a fair amount of interest, he is sure of success in communicating information; but character is not formed thus. You may state and enforce moral law with the greatest clearness, without securing conformity to it. What is wanted is not explaining so much as warning and encouraging. Thus it happens that, while we may instruct in the mass, in the work of training we need much more carefully to distinguish individuals.

For success in training, the first requisite is intelligent sympathy with the children in the difficulties they experience while attempting to control their conduct. Before a true and influential sympathy is possible, the teacher must observe peculiarities of disposition. It will thus appear how essential it is to discriminate carefully, in order to make a satisfactory beginning. At the same time the general truth must be recognized and applied for the guidance of our procedure, that a child's ruling dispositions are as truly inherited as his intellectual powers or his bodily constitution. This will not be disputed, and therefore I do not insist upon it; but the consideration must have a directly practical bearing upon school government. If it be not uniformly recognized and acted upon, justice cannot be done to the children, nor can sagacity have proper exercise in dealing with them. One child is naturally irritable, another is naturally amiable. The one is not to be blamed, nor is the other to be praised, for what he has inherited. If under sudden provocation the one shows a sensitiveness which the other does not discover, no marvel.

The result is exactly that to be expected from the different natures of the two. What is of chief interest to the educationist is, that the irritable child can gain the mastery over the ruling tendency of his nature, and can be helped in striving for the victory. But it is unjust to punish a child because he has inherited an irritable disposition. In many cases it is no less so to punish him because that disposition has suddenly started into activity under provocation. One child is naturally timid, another naturally rash. It is unreasonable to blame the children, or to do anything but consider what are the special difficulties of each, and how best each can be helped in overcoming these. The one has inherited a highly sensitive nervous constitution, which is readily excited by the slightest changes, and which throws in upon the mind the agitation originating in the organism. To punish such a child for his timidity, or mock him on account of it, is a grievous practical blunder, which indicates want of knowledge and reflection as to the necessary conditions of moral training. If a teacher is not to run the risk of inflicting life-long injury upon one intrusted to his care, he must have some clearly defined plan in harmony with the known laws of mind, suitable for allaying fear and promoting courage. Another child is naturally impulsive. The former thinks and shrinks. This child does not shrink, because he does not take time to think; he is unconscious of the restraints arising from a nervously sensitive organism. He is not readily checked by rising fears; his misfortune is that he has not enough of fear. He is like the youth in the fairy tale, who had never learned to "shiver and shake," consequently, he has an unenviable facility in knocking his head against posts, which could easily be shunned. We must take this child as he is, and, understanding his difficulty, deal with him in such a manner as to promote thoughtfulness and caution, by all means avoiding anything which would tempt him to extremes.

To draw the distinction between *nature* and *character* is essential for an educationist. Every child has in his nature certain dispositions to be vanquished. These cannot go to form any part in a good character. I do not here go into ethical distinctions, which are not required for my present purpose. The fact to which I am pointing is clearly recognized, and must have attention. It goes far to explain the difficulty of the teacher's task, and to account for the perplexity often experienced in deciding upon the wisest mode of treatment. It is much more difficult to carry through a wise repression than to promote healthy development of a natural power. The process is a delicate one, requiring careful discrimination as to circumstances. It is here that the largest demand falls upon the sagacity of parents and teachers. To draft a code of rules sufficient to regulate procedure in all cases is simply impossible.

Something is done, however, towards

regulation of our procedure in this perplexing department if we mark with exactness *the limits of a teacher's power in training.* He cannot form the character, but can only aid the pupil in efforts to form his own character. This consideration is of vital importance in the determination of method. Character implies established habits of self-government. Its formation is thus essentially a personal matter. Whatever be its type, it is the result of habits voluntarily cherished. So long as the predominant natural dispositions sway the conduct unchecked, moral character is unformed. The beginning of its formation can be traced from the time that there are signs of voluntary restriction and regulation of these dispositions. Whenever a degree of self-control appears, it indicates the sway of intelligence. Character, whether good or bad, is in no case the result of involuntary tendency. Its formation in a good and healthy type is a most delicate process, needing to be continued through many years. Nothing is more likely to injure, by retarding, or it may even be perverting, the process, than efforts after coercion. Will-power must regulate the course of conduct, and the only safe stimulants of the action of will are intelligence within, and the encouragement of intelligent sympathy from superiors who have already won respect.

On the other hand, it must be remembered that children are greatly hindered or aided in the formation of a good character by the influence of those around them. If their seniors make light of moral distinctions, they will do so too. If their companions are selfish, and unchecked in that tendency, they too will begin to give way to the same hideous disposition. There is in human nature enough of the desire for self-gratification, and a sufficient sense of the irksomeness of self-restraint, to favor ready yielding to the easier way of life. But self-denial is the necessary condition of self-government. The effort it involves, and the pain connected with that effort, try us most at the commencement. But both the effort and the pain will be considerably lessened if seniors give encouragement and companions share the difficulties. In this way, all the order and discipline of the school should support the virtues and promote their growth.

This, however, is still but a part of what a teacher can do towards the formation of a sound moral character in the pupils. The discipline maintained in school provides favorable circumstances in the midst of which good intentions can be carried out. But favorable circumstances do not in themselves afford all that is requisite. Dismiss the best-disciplined class, and observe the moral characteristics of the children when they are free to act according to inclination. It will be found that there is considerable diversity among them, and that some very readily inflict wrong upon their companions. Discipline is the product of authority. Character does not grow by mere force of authority. There is even peril to character in the constant strain of authority, which demands unquestioning submission on pain of punishment. Obedience in such a case is often reluctantly rendered, and reluctant submission is apt to be unfavorable to character. A rooted aversion to restraint is then cherished, which carries in it serious forebodings of evil. A child must be taught to walk alone, else a reckless career may follow escape from the hated restraint. The most perfect form of drill cannot establish moral character; the best educational machinery is unequal to the task. Circumstances, even the most favorable, cannot produce the character which must itself be superior to circumstances. Character must grow from within, in accordance with the invariable laws of mind.

To render aid in the formation of character, a teacher must *individualize.* One hundred children may be instructed in the same branch of knowledge at once, but development of character cannot proceed in this way. The prevailing dispositions and tendencies of each scholar must be ascertained. Ignorant of these, a teacher can do little which will render really effective help. A physician might as well write prescriptions at random, and distribute them in order, as he made the round of his patients. Knowledge of each pupil is the essential requisite for real training. It may be objected that professional duty leaves a teacher no leisure for this; but one who has made it a practice to observe character, as every teacher must have done in order to be successful, needs no special time for the necessary observation. He cannot help observing. He only requires the routine and bustle of school life to afford the opportunities he needs. A private talk with each pupil, when constrained, and quite on his guard, will be of little worth for purposes of observation. You must see children excited by rivalry—tried by the irritating conduct of fellow-scholars—subjected to unexpected disappointment—and roused by the exercise of the playground—in order to ascer-

tain what are the characteristics of each one, and what a teacher should most strive to do for each. In such scenes observation is inevitable, and a child is never allowed to feel as if he were watched. Everything is "above-board," and comes under observation in natural course. The teacher soon knows who are irritable and who are of a stubborn disposition; who are rash and who shrinking; who are inclined to conceal their purposes, and practise cunning; and who are prone to be domineering. Seeing these things, a teacher sees his work. He recognizes that a common discipline, touching all alike, is not equal to the demand. Help appropriate in form, and well-timed, he must endeavor to give. Scarcely noticed by the school generally, hardly remarked upon by the child more immediately concerned, a look of encouragement or rebuke will make a child conscious of success or failure. A mere glance of the eye may not reckon for much in the log-book of the school, but it has left its impress on the sensitive surface of a young heart. A word of rebuke dropped softly at the fitting moment into that ear alone for which it is meant may be enough to start a resolution of improvement upon which a teacher may continue to operate from day to day. Such a word may live long in the memory. I remember now, as if it had been yesterday, the look and word of a venerated preceptor, who had detected a case of oppression of a fellow-scholar, "There was one boy in the group I did not expect to see consenting to such conduct." The look and word were for me, and how the lesson went home may be judged by the vividness of the present recollection.

Formation of character is begun in each case only when the pupil is induced to begin the work of self-control. A child must see that this is his own business, and a work for all times. He must be awakened to the sense of that power which is power over self. He must have aroused to activity those motive forces which impel the mind to the work of self-control as one of living interest. He must taste the joy as well as feel the difficulty of self-government. Only thus can the building up of character proceed. For a teacher, then, there is no other way possible than that of helping the scholar to help himself in what must be his own work. If we fail to induce the pupil to take to this in earnest, we fail in the first condition of success. From the very centre of the being must come the determination of the forces which are to be allowed to sway the conduct. Who can overcome selfishness but the person who feels it? How can generosity be planted in the mind except by personal admiration of it, and personal exercise? The best that can be done from without is to show what should be done, and to give encouragement towards the doing of it; but the doing must proceed from within. Let us not spoil the whole by attempting too much; there is enough to engage observation, exercise patience, and occupy the thought of the teacher in what is really within his power. The hardest part is that which the child himself must do. The sooner his attention is directed upon it, and he begins the struggle with evil dispositions, so much the easier the task will be, and the more certain will be the result.

Self-control begins with reflectiveness. It has its sure commencement in thought as to right and wrong in human conduct. But this thought, to be of any real value in character-building, must be concerned more with the inward dispositions than with the outward forms of conduct. It is in the suggesting and encouraging of such thought that a teacher can give to a pupil the full benefit of his superior intelligence, and greater calmness of observation. But some consideration needs to be given to the lines of thought which it is of real consequence to suggest. A child needs no lecturing in proof of the position that falsehood is wrong, unless his thinking on the subject has been already perverted by pernicious home training. There is nothing a child more resents than being deliberately deceived. In like manner it is not needful, under ordinary conditions, to convince a child that stealing is wrong; with a child trained from the earliest days to steal, it is otherwise. Every child is, however, quick enough at crying out against the theft of his own property. No one, however unfortunately placed in respect of parental influence, is ignorant of the fact that kindness is right. He has recognized that, a long while before he came to school. What a child needs is, not so much help to know what the right is, as help to do it, especially when circumstances tempt to the opposite. A child needs help to turn his attention on the rising disposition, which, if allowed to gain strength, will tempt to evil-doing. A child is prone to allow attention to be absorbed with what is external, and scarcely turns attention on the feeling which is swelling in the breast. He needs frequent help in beginning reflective exercise. Reflectiveness in the proper sense comes as one of the later attainments, and

needs not a little effort for its cultivation. A teacher's help in this matter is invaluable; it is at hand when most needed. It comes just when the strain begins. The teacher knows that if the attention be decidedly turned on the rising disposition, the first requisite is gained for the building up of moral character. He must, therefore, aim at a discriminating, prompt, and sympathetic help, such as may be conveyed in a look, a word, or some understood signal. At such a time it is that something can be done to turn a child upon the work of self-mastery. The help to which I here point is the most delicate and vital part of the work requisite for the true development of a human being. Skill in such work is an enviable attainment.

If in these few sentences an accurate representation has been given of the conditions under which character is formed, it is clear that a teacher's power for good depends upon the degree in which he secures the respect and affection of his pupils. Without these a teacher is powerless in this matter. The respect of the children will be secured by the evidence of self-control and moral worth in himself. A quiet, dignified deportment, which constantly conveys the impression of a large reserve power, commands the confidence of all the pupils. A burdened, care-worn look, restlessness of disposition, irritability of temper, with an irritating style of government, are all apt to convey to the children the impression of weakness which may be slighted. For commanding affection, there is nothing more potent than a genuine sympathy; and if this take such forms as indicate distinct recognition of personal difficulties, affection for a teacher may grow to enthusiasm. There is immense importance in this. Unawakened affection is a treasure of influence undiscovered. When school-work is reduced to routine—daily begun, continued, and ended in a cold, mechanical way—it becomes a soulless thing, potent in drill, but pithless in morals, and fruitless in respect of all the highest results of tuition. Tested by the "Code," it may command a most favorable report. As the record stands on the "log-book," it may wear the appearance of order and efficiency; but tested as to moral training, even by a moderate standard, its general result must be unsatisfactory.

A glance at the army will illustrate my meaning. The drill-sergeant can produce in a given time certain patent and valuable results; but under his drill moral results are rare, and hardly contemplated. A perfect drill and a low morality are quite compatible. And so it may be in the school, if there do not stand before the mind of the teacher a lofty ideal of training, to fall beneath which would be humiliating failure. Even a teacher who keeps well up to time—is ready for every ringing of the bell—and goes through his work with exactness of method, will never rise to high power if he come to his task with lack of interest in it, and with no strong outflow of sympathy towards the scholars, and if he break off from it as one weary with chiselling all day at a hard stone. If there is no interest for the teacher beyond exact spelling, good reading, accurate reciting, prompt reckoning of accounts, and well-rounded turns on a copy-book, his ideal is that of the drill-sergeant, not that of a discriminating, experienced instructor, capable of unfolding all the best qualities of mind. If a teacher has no sympathy with the shifting interests, the flowing mirthfulness, the strong, though idle fears, the passing anxieties, the perplexing puzzles, and the sore disappointments of childhood—if to him these are all alike childish, and beneath consideration—he is out of sympathy with the real life-work of the teacher of youth. Better that such an one betake himself to what he regards as more manly work, and leave to others the delicate and difficult task of bringing a cultured manhood and a refined womanhood out of feeble, undeveloped childhood. If a loud voice, a stamping foot, a strong cane, a heavy strap, books, maps, pens, and paper, exhaust his materials for educating, he can never reach a high place in the profession. Its leading men work on a higher level, with finer tools. We have heard of "half-timers" among the scholars. Such a teacher would be in another and worse sense a "half-timer" even under a full "time-table."

If, besides formal appliances, a teacher has a living interest in the whole experience of his pupils, he can lend his aid to them in the work of self-government as well as in that of acquiring knowledge. If there be for him a fascination in the work of guiding the slowly opened mind—if there be a pleasure in lightening childhood's burden—if it be something akin to the return of the joyousness of his own boyhood to look on the unchecked mirth of his pupils—he can help them, sway them, check them, and stir in their hearts the higher motive forces of human life, as he could not otherwise do. A clear stream of warm sympathy must flow from the teacher to the scholars if real progress is to be made in the formation of

character during the early years of school life. Thus only can difficulties be surmounted, sufficient motive awakened, and an attractive glow of golden sunshine sent over the pathway of arduous duty.

WHAT IS THE BEST METHOD?

BY ADA B. WHITE.

IN childhood, when the mind and will, as well as the body, are tender and plastic, the cultivation of the mental and physical powers should begin. Early impressions are vivid and lasting, for novelty is then irresistibly attractive. Curiosity is alert, and freely expressed. To a healthful child, rest is distasteful; and a good education will meet the demands of its physical, as well as its intellectual nature.

It is very commonly held, that the main purpose of education is future usefulness. But the term "usefulness" is vague and indefinite, varying in its application according to the character of individuals and of ages. In an age when temporal desires reign over a people that stoops to make all its talents do homage to the senses; when holiness, beauty and truth are esteemed so far as they minister to material profit; when men are wholly devoted to selfish interests; then the word "usefulness" is degraded to its lowest sense. If such ideas of utility control our efforts, frame our laws and our system of education, nothing will any longer be esteemed for its inherent worth. Men will profess religion, be honest, correct, and faithful, simply because it is to their advantage; and our highest good will be regarded merely as a means for advancing selfish purposes.

But usefulness, even when understood in the broadest sense, should not be the main design of education. Let a teacher unite in himself the learning of all ages, yet if he is not a *good* man, his abilities will be used to the injury of his pupils. It is something quite different from the mere idea of utility that makes a man the benefactor of his fellow-men. It was something quite different that inspired Washington and Lafayette to defend the liberties of our country. We must, it is evident, have other ends in view in the education of our youth.

Harmony is God's great design in creation, and nowhere is this aim more strikingly displayed than in man. The harmonious cultivation of all the faculties should therefore be the principal object of education. Only when every power and energy is consciously developed, are we entirely men; otherwise, we are like plants dwarfed by the gardener's hand. Each pupil should, indeed, be led in accordance with his peculiar talents, to concentrate his activity upon one pursuit. But unless all the faculties are aroused, such peculiarities cannot manifest themselves.

Life needs the entire man: head, heart, will and hand must all be active. Knowledge, without the cultivation of the will—what can it avail? The success of our schools depends not exclusively upon our useful knowledge, but upon our character as teachers; and the formation of character in the pupil, is the true aim of education. For the teacher who knows what is to be the end of his endeavors, will easily discover the shortest way that leads thither. A few merely external rules can be no guide to him.

As instruction forms a part of the education by which the entire being is to be developed, the selection of subjects taught should be liberal. We should not use as incentives to study, such motives as strengthen selfishness. Nor should we train but a single faculty in our pupils—the memory—by which to have access to their inner nature. We must arouse the whole intellect, establish clearness in the understanding, purity in the will. But that which controls the will and the understanding, awakens desire, and connects action with knowledge, is love. Love must be the great incentive; love for knowledge, goodness and truth, independent of any calculation of advantage to be derived from them. Pascal remarks that "we must know a thing in order to love it;" and again, that "we must love a thing in order to know it—the path to wisdom leads through love." Here is a seeming contradiction, from which the teacher must deliver his pupil.

Man's spirit is restless and aspiring. His deep sense of the beauty of nature—his yearnings after the bright, but perishing, forms of human loveliness—prove that he is born for a realm where beauty abides forever. The mind is full of undying thoughts and sublime conceptions; of force to conquer time and space, and to scatter around it ample evidences of its divinity. On canvas and in marble, it can embody the fervor and intensity of passion, the sublimity of emotion. It can infuse into language an eloquence that will move the heart of a world. Yet, while thought, genius and fancy may be immortal, language, marble, and canvas,

all must fail. But, says Plato, "minds kindle each other." As the magnet attracts iron, so must the spirit of the teacher act upon the mind of youth. Let him live with all his heart in his profession, let him be inspired with love for truth and holiness; instruct in a free, lively, and distinct manner; appeal now to the judgment, now to the feelings of his pupils; seek to guide them to reproduce knowledge by their own efforts, and to aid the memory by the understanding. Such a teacher will dissolve the spell of difficulty with which a seeming contradiction encircles us. The teacher who cannot succeed in awakening love, has no capacity for teaching.

Each branch requires a method of its own; but in general, that method is best which in every branch recognizes a reflection of eternal Truth; which leads the Fountain of Wisdom by many streams into every lesson, and connects each study with the Head of all knowledge.

HIDDEN STRENGTH.

STORY OF A DEVOTED MOTHER.

IN one of the prairie towns of Northern Iowa, where the Illinois Central Railroad now passes from Dubuque to Sioux City, lived a woman whose experience repeats the truth that inherent forces, ready to be developed, are waiting for the emergencies that life may bring.

She was born and "brought up" in New England. With the advantages of a country school, and a few terms in a neighboring city, she became a fair scholar—not at all remarkable; she was married at twenty-one to a young farmer, poor, but intelligent and ambitious. In ten years after the death of their parents they emigrated to Iowa, and invested their money in land that bade fair to increase in value, but far away from neighbors. Here they lived, a happy family, for five years, when he died, leaving her, at the age of thirty-five, with four boys, the eldest nearly fourteen, the youngest nine. The blow came suddenly, and at first was overwhelming. Alone, in what seemed almost a wilderness, she had no thought of giving up the farm. It was home. There they must stay and do the best they could. The prospect of a railroad passing near them in time was good; then some of the land might be sold. A little money had been laid by—nothing that she ought to touch for the present. Daniel, the hired man, who had come out with them, and who was a devoted friend and servant, she determined to keep—his judgment was excellent in farm matters. Hitherto the boys had gone regularly to school, a mile or two away; for a settlement in Iowa was never without its schoolhouse. They were bright and quick to learn. Their father had been eager to help and encourage them. Newspapers, magazines, and now and then a good book, had found their way into this household, Though very fond of reading herself, with the care of her house she had drifted along, as so many women do, until the discipline of study, or any special application, had been almost forgotten. It was the ambition of both parents that their sons should be well educated. Now Jerry and Thede, the two oldest, must be kept at home during the summer to work. Nate and Johnnie could help at night and in the morning. The boys had all been trained to habits of obedience. They were affectionate, and she knew that she could depend upon their love.

One evening, alone in her bed room, she overheard some part of a conversation as the children were sitting together around the open fire-place:

"I don't mind the work," said Theodore, "if I only could be learning, too. Father used to say he wanted me to be a civil engineer,"

"If father was here," said eleven-year-old Nate, "you could study evenings and recite to him. I wish mother could help; but, then, I guess mother's—"

"Help, how?" she heard Jerry ask sharply, before Nate could finish his sentence; and she knew the boy was jealous at once for her. "Isn't she the best mother in the world?"

"Yes, she is; and she likes stories, too; but I was just thinking, now that you can't go to school, if she only knew a lot about everything, why, she could tell you."

"Well," replied Jerry, with all the gravity of a man, "we must take hold and help all we can; it's going to be hard enough for mother. I just hate to give up school and pitch into work. Thede, you shall go next winter, anyway."

"Shan't we be lonesome next winter?" said little Johnnie, who had taken no part in the talk until now; "won't mother be afraid? I want my father back"—and without a word of warning, he burst into tears.

Dead silence for a few minutes. The outburst was so sudden, she knew they were all weeping. It was Jerry who spoke first: "Don't let mother see us crying. Come, Johnnie, let's take Bone and all go down to the trap;" then she heard them pass out of the house.

Desolation fell upon that poor mother for the next hour. Like a knife Nate's remark had passed through her heart. "Father could have helped!" Couldn't she help her boys, for whom she was ready to die? Was she only "mother," who prepared their meals and took care of their clothes? She wanted a part in the very best of their lives. She thought it all over, sitting up far into the night. If she could only create an interest in some study that should bind them all together, and in which she could lead! Was she too old to begin? Never had the desire to become the very centre of interest to them taken such a hold upon her.

A few weeks after, she said, one morning at the breakfast table: "Boys, I've been thinking that we might begin geology this summer, and study it, all of us together. Your father and I meant to do it some time. I've found a textbook; by and by, perhaps, Thede can draw us.

a chart. Jerry will take hold, I know, and Nate and Johnnie can hunt for specimens. We'll have an hour or two every night."

The children's interest awoke in a flash, and that very evening the question discussed was one brought in by Nate. "What is the difference between limestone and granite?" A simple one, but it opened the way for her, and their first meeting proved a success. She had to study each day to be ready and wide awake for her class. They lived in a limestone region. Different forms of coral abounded, and other fossils were plenty. An old cupboard in the shed was turned into a cabinet. One day, Nate, who had wandered off two or three miles, brought home a piece of rock, where curious, long, finger-shaped creatures were imbedded. Great was the delight of all to find them described as *ortho-ceratitiles*, and an expedition to the spot was planned for some half-holiday. Question led back to the origin of the earth. She found the nebular hypothesis, and hardly slept one night trying to comprehend it clearly enough to put it before others in a simple fashion. Her book was always at hand. By and by they classified each specimen, and the best of their kind were taken to shelves in the sitting room. Her own enthusiasm in study was aroused, and far from a hardship, it now became a delight. Her spirit was contagious. The boys, always fond of "mother," wondered what new life possessed her, but they accepted the change all the same. She found that she could teach, and also could inspire her pupils. They heard of a gully, five or six miles away, where crystals had been found. Making a holiday, for which the boys worked like Trojans, they took their lunch in the farm wagon and rode to the spot; and if their search was not altogether successful, it left them the memory of a happy time.

In the meanwhile the farm prospered. She did all the work in the house, and all the sewing; going out, too, in the garden, where she raised a few flowers, and helping to gather vegetables. Daniel and the boys were bitterly opposed to her helping them. "Mother," said Jerry, "if you won't ever think you must go out, I'll do anything to make up. I don't want you to look like those women we see sometimes in the fields." Generally she yielded; her work was enough for one pair of hands. Through it all now ran the thought that her children were growing up; they would become educated men; she would not let them get ahead, not so as to pass her entirely.

Winter came. Now Daniel could see to the work; but these habits of study were not to be broken. "Boys, let us form a history club," was the proposition; "it shan't interfere with your lessons at school." They took the history of the United States, which the two younger children were studying. Beginning with the New England settlements, and being six in number, they called each other, for the time, after the six states, persuading old Daniel to take his native Rhode Island. "That woman beats all creation," he was heard to exclaim, "the way she works all day and goes on at night over her books." The mother used to say she hardly knew if she were any older than her boys when they were trying to trip each other with questions. The teacher of the district school came over one Saturday afternoon. "I never had such pupils," said he, "as your sons, in history; and, indeed, they want to look into everything." Afterwards he heard with delight the story of their evening's work. The deep snow often shut them in, but the red light shone clearly and bright from that sitting-room window, and a merry group were gathered around the table. Every two weeks an evening was given to some journey. It was laid out in advance, and faithfully studied. Once, Theodore remembers, a shout of laughter was raised when nine o'clock came, by Jerry's exclamation: "Oh, mother, don't go home now; we are having such a good time!" Five years they lived in this way, and almost entirely by themselves. They studied botany. She knew the name of every tree and shrub for miles around. The little boys made a collection of birds' eggs, and they began to watch closely the habits of the birds. It was a pure, simple life. It would have been too wild and lonely but for the charm of this devoted mother. Her hours of loneliness were hidden from them, but she learned in an unusual degree to throw every energy into the day's work of study, and create, as it were, a fresh enthusiasm for the present hour. Her loving sacrifice was rewarded. Each child made her his peculiar confidante. She became the inspiration of his life.

English history opened a wide field to this family. One afternoon she brought in Shakespeare to prove some historical question. It was a rainy day, and the boys were all at home. Jerry began to read "Hamlet" aloud; it proved a treasure that brought them into a new world of delight. Sometimes they took different characters for representation, and the evening ended in a frolic, for good-natured mirth was never repressed.

First of all, a preparation had been made for the Sabbath. There was a church in this town, but at a distance of several miles, and during many days the roads were not passable. She had leaned upon Infinite strength, gathering wisdom through all the experiences. The secret of many a promise had been revealed to her understanding, and, above everything, she desired that the Scriptures should become precious to her children. She took up Bible characters, bringing to bear the same vivid interests, the same power of making them realities.

These lessons were varied by little sketches or reports of one Sunday to be read aloud the next. Of this Nate took hold with a special zest. None of this family could sing. She thought of a substitute. They learned the Psalms, much of Isaiah, and many hymns, repeating them in concert, learning to count upon this hour around the fire as others do upon their music. How many of these times came to her in after life—a vision of the bright faces of her boys, as they clustered affectionately around her.

Time rolled by. The railroad passed through. A village sprang up, and the land was ready to

sell. She could keep enough for her own use, and the boys could prepare for college. Thede and Nate went away to school. The old home was kept bright and pleasant, friends, new settlers came in, and now there was visiting and social life.

Jerry stayed on the farm; Thede became an engineer; Nate, a minister; Johnnie went into business. Theodore used to say: "Mother, as I travel about, all the stones and the flowers make me think of you. I catch sight of some rock, and stop to laugh over those blessed times." Nate said: "Mother, when I am reading a psalm in the pulpit, there always comes to me a picture of those old evenings with you in the rocking-chair, by the firelight, and I hear all your voices again." When Jerry, who remained faithful always, had listened to his brothers, he put his arm about her, saying tenderly: "There will never be anybody like mother to me."

She died at the age of sixty-five, very suddenly. Only a few hours before she had exclaimed, as her children all came home together: "There never were such boys as mine. You have paid me a thousand fold. God grant you all happy homes." They bore her coffin to the grave themselves. They would not let any other person touch it. In the evening they gathered around the old hearthstone in the sitting room and drew their chairs together. No one spoke until Nate said: "Boys, let us pray;" and then all kneeling around her vacant chair, prayed that the mantle of their mother might fall upon them. They could ask nothing beyond that.

GLEANINGS FROM MY JOURNAL.

A PEOPLE'S ideal of culture conditions the aim and the methods of instruction.—*Raumer.*

Progress—Education can never be stationary, because society never is.—*Marienholtz.*

Goodly Prospect.—I will point ye out the right path of a virtuous and noble education; laborious indeed at the first ascent, but else so smooth, so green, so full of goodly prospect and melodious sounds on every side, that the harp of Orpheus was not more charming.—*Milton.*

Grading.—A schoolroom is not a machine shop. The pupil's mind is not like a piece of metal. The principle of the division of labor cannot be carried out to the same extent as in material affairs. There is no natural limit to the acquisitions of the mind. It is self-active; one thought suggests another, and calls it into being. Any system of grading that establishes strict lines of demarcation is unphilosophical and at variance with nature, setting the natural order of mental development at defiance.

The Key.—The key to the comprehension of man's physical nature is found in the knowledge of nature below him.

Inspiration.—Let the teacher act the part of Cæsar in the battle with the Nervii: step down from his platform, get among his pupils, and incite to work by example as well as precept.

Mind.—The human mind may be compared to a copying-pad or to a photographer's plate, prepared to receive impressions. The longer it is subject to impressions, the deeper and more lasting is the picture. The character of the composition used varies, and so also does the degree of impressibility, and yet again the more readily the copy is taken the less lasting is the material.

Extending the Horizon.—The course of mental development in the race, as well as in the individual, seems to demand material derived from the sensations as the foundation of all more philosophical thought. The senses must supply material for mental elaboration. Observation precedes ratiocination. The Crusaders prepared the way for Columbus; the discovery of the New World, for Newton and Faraday.

IN THE EVENINGS.

THERE is one city sight that is equal to a petition with many thousand signatures. It is the gathering of half-grown boys and young men around the street corners on every mild evening; sometimes even on bleak nights congregating on the steps of any closed building, or in the shadow cast by the light of a shop, or "propping up" a blank wall. A sort of juvenile exchange is held after supper, and it is a perfectly natural impulse that sends many of these young fellows out to seek society of their kind, if their homes are not of the attractive sort. Even from some comfortable but rather silent homes they will have a disposition to get away, and an impulse to find comrades in the street that is not in itself blamable if we look at it aright. They are not of the boys who go to the theatres, for it is after eight o'clock, and they are found still lounging at the corners. They have not met for mischief, though there may be some readers of the Dime Novel among them. They are simply a sort of adjourned debating society, from night to night, talking over all sorts of matters—base ball, races, "shows," fires, "the girls," "who'll be next President?" &c., &c.,—they are well dressed mostly, and often civil spoken, as they make room to let a woman pass, and then go on with their remarks, entirely unembarrassed by any chance auditors. They are working boys, too old to play "games," which a younger set has been occupied with earlier, but who are now drafted off to bed.

It is the need for a little variety, a sort of mental game of tag, that holds these older boys in what looks to be most uncomfortable outdoor groups after a working day. The street-corner school is a bad school. It is a waste of good material when such boys,

seeking some diversion, some little gregarious flavor to the evening, must spend it standing, first on one leg and then on the other, in rather objectless talk—objectless, except for the one purpose of talking about something. This ground soon grows rich for a crop of mischief.

A city of the first class, or what would be the first when rank is judged by methods rather than mass of population, should have some better arrangements for its boys. It could provide numerous—many more than we have—well-lighted and respectable gathering places, open club-rooms, reading-rooms, free gymnasiums that would be attractive to young fellows, who are too much in need to exercise their muscles to be content to spend their evenings entirely over a book. It would give them music, games, gymnastics, or have them trained in debates according to their years. Philadelphia has gone somewhat in this direction for men somewhat older than the youngsters we refer to, in its working-men's clubs, attached to some of the churches, where billiards, chess, draughts, and other diversions, make a wholesome variety to round up a day of toil. What is wanted even more are comfortable, decent places of resort, *free*, for the half-grown boys in the early evenings. Why need the Sunday-school-rooms of churches or even the public school assembly rooms stand empty and idle, while there are thousands of boys at the street corners on these spring evenings, only wanting some attractive suggestion from the leader to follow in any direction? If some born leader of men, such as General Gordon used to be in London, could but gather up these corner crowds into club-rooms for real development of the boys' ambition, what a gain would there be to the future city! This was in view when William Welsh, Harry Tatham, Judge Kelley and others, founded the Young Men's Institute. For these corner crowds are primary meetings, if rightly considered.

The future citizen is there. He has been hard at work all day, and he craves a little society, a little bragging perhaps, or other stretching of the mental muscle. It does not take very long to develop out of such neglected crowds an audience for worse gatherings. It does not take long to cultivate a gang of "hoodlums" out of the sons of quiet and respectable parents, who have met in the merest harmlessness at first; but growing ruder, more boisterous, more sophisticated in evil, more thirsty for excitement of some kind. That is the worst of it; education does not stand still; something is drawn out of the idleness and undirected activity of these young folks; and if the wholesome is not presented, it will be the malarious, the evil, of which they become seized.

A good military drill to music, even with "Quaker guns," would be fine amusement for many such boys, some of whom get twisted or stunted in figure over their work. The spirit of association is strong within them, as with most of human kind, and it is a positive waste not to use this for the genuine improvement of such boys. They will graduate from the "curbstone" or "corner" school and the cellar-door club into *something*, and it is the duty of the modern republic—more its duty than was the need of the ancient Greeks—to see that they graduate into citizens to whom the republic can be trusted, and into men fitted for the family and for society. Industrial schools, cadets of temperance, &c., absorb a small fraction of this young activity, and so far they do well and are ensuring future good harvests. But what is wanted for the general crowd is not so much a school as another word to conjure by—cheerful, harmless club rooms, gymnasiums, drill rooms—places with room in them for free motion. There are unused rooms—unused in the evenings—that could be made available for such purposes under proper direction; and there is unused ability, plenty of it, among unoccupied young men, who could take the place of directors of such clubs. Clubs, strictly for exercise, for amusement, for association in various mental or physical activities, would be very attractive to thousands of boys who now are going to waste (or worse) of evenings, and who are perfectly free from harmful thought in the early gatherings at the street corners. The boy out for two or three hours exercise of an evening wants mainly to be in and to be amused. He should have both, as a right of youth and both so directed that he will be all the more of a man and a better Philadelphian for the training. There are classes for young working women that are doing much good; but it will not do to overlook the boys, or to let one sex have the greater opportunities for growth of character, while the husbands of the future are lounging at the corners. *Phila. Ledger.*

I KNOW not where His islands lift
Their fronded palms in air;
I only know I cannot drift
Beyond His love and care.

Whittier.

ADMIRABLE SUGGESTIONS FOR TEACHERS.

FROM a speech delivered by Mr. Pardee, of New York, at a Sunday-school Convention held at Hamilton, we have selected the following interesting suggestions for Sunday-school teachers. They are also applicable to common school teachers:

1. Never teach what you don't quite understand.
2. Never tell a child what you could make him tell you; let the child be drawn out by questioning.
3. Never give a piece of information without asking for it again; or as Mr. Stowe says, never leave a verse till the child has told it to you in his own words.
4. Never use a hard word if an easy one will convey your meaning: and never use any word at all, unless it has a meaning to convey.
5. Never begin an address or lesson, without having a clear view of its end. As teachers, we should be sharp-shooters.
6. Never give an unnecessary command, nor one which you do not mean to see obeyed. For if the child be not ruled by it, the child rules you, and you have lost your command.
7. Never permit a child to remain in the class without something to do and a motive for doing it.

There is sufficient instruction embodied in these few maxims to lay the foundation of successful teaching. But we require also to make our mode of communicating our ideas as attractive as possible. Let us first go to an infant class. Now, what does the teacher want to do? It is to study these little ones, and find out their characteristics. *Activity* may be said to be the first; a healthy child abhors quietude; give it something to do. *Curiosity* is another: this is the parent of attention. Another is *inquisitiveness;* it is a great fault in many old persons to be restless of children's questions; this continual asking is but the pleading of the untutored mind for information. Therefore regard children's peculiarities, even those of older scholars, and adapt your instruction to the peculiarities of mind. If one has more imagination or sense of beauty, or any other quality than ordinary, try to reach his heart through this.

Children learn most through their eyes. A distinguished LL.D., once said he doubted whether there was any good teaching where this method was not adopted more or less. Thus, the whole of the Bible teaching was of this character, as under the Levitical ceremonies, the altars, with their offerings, were but symbols of other things. When the Jews asked our Saviour whether they should pay tribute to Cæsar or not, he did not answer directly, but asked for a penny, and showing them the superscription, his answer came with much more weight than if he had used the other method.

In the same manner He took a little child and set him in the midst of his disciples, when He wished to teach them the lesson of humility. On another occasion, He points them to the lilies of the field, and to the fowls of the air, when He would instruct them to depend upon Divine Providence. On this principle, the Magi were led by a star; the merchantman is represented as seeking pearls; the woman of Samaria, coming to the well for water, has salvation presented to her under that symbol, and the farmers have the wheat and chaff brought to their minds as emblems. There is again the blackboard system, which may be used extensively with great profit. This system far supersedes ordinary book instruction.

Father Seaton, who was superintendent of a Baptist school, though a member of the Episcopal church, went one afternoon into a school when it was so hot that the children could hardly be got to do anything; he figured something like smoke on the board, then the chimney from which the smoke issued, and finally the whole house, asking them the names of each part as he proceeded, the spelling also, and mixing in useful instruction. Thus, in a few minutes he had the children more freshened up than they would have been by a race in the playground, besides having given them so many new ideas. In a similar manner he would pick up a thread from the carpet, and ask what it was made of; "wool," they would all answer; "and where did the wool come from?" "from the sheep's back," would be the ready response; "and what do we call the wool together on a sheep's back?" after some study, a little girl answers "a fleece," and is delighted that she was able to give a correct answer. He would then take a leaf, and ask what all the leaves together on a tree were called; some of them answer "foliage," and they would spell it. "And what are all the green leaves of the field called?" "Herbage," is the reply. Months after this, these children would remember the lesson, and spell those words correctly. Thus, object and blackboard teaching might be used to a great extent, and with great advantage. We should use natural and simple objects, with which all would be familar, as flowers, fruits, etc.

We might even take a pin, and say that we could buy fourteen for one cent, and

therefore it would not be of much importance if we should lose one; but if in a storm our shawl should become unpinned, we should feel the benefit of so little an article. The pains expended in making it, show also its value. Thus we could teach the worth of little things; we could then crook it, and thus show how easily a useful article can be spoiled, the bad effects of a crooked or sour disposition, etc. Another valuable method of teaching is by texts printed in large characters on cards. In Chicago, in one of the churches, all the panels are filled with texts, the letters being gorgeously illuminated. It is more beautiful than any fresco work. There are also beautiful paintings, as of Christ receiving little children.

"Now," said Mr. Pardee, "for a model lesson, that a young lady in London, Miss Lavoilet, who was only twenty-two years of age, gave before five hundred professional teachers connected with the London S. S. Union, people of the highest respectability and intelligence. The class that was given her was picked up from the streets; they had never before been taught in a school, and had never seen her till now. She first walked round among the children, and then asked them the simple question, as if in conversation with them, "What kind of weather, children, have you had in London lately?" the immediate answer was, "rainy." In questioning children, we should never ask questions that we know they cannot answer; this would give them no satisfaction, but rather discourage them. Some were speaking about the use of question-books; if used properly, they may be an advantage; but teachers may easily frame their own questions. As soon as Miss L. received the children's reply to her first question—"rainy," "I thought so," said she; "and what is rain good for?" "To wash the streets," sings out one little fellow, at which the rest laugh, but she protected her little scholar, and said he was right,—that the streets would be covered with filth, and thousands of children would have gone to their graves in consequence, but for the washing of the rain.

One reason why so many children are so slow to answer, is the fear of being incorrect, and of being laughed at; the teacher should always thus protect them. "But what else is rain good for?" she asks. "Good to make the flowers grow," says another; "good to make the trees grow," said a third. All were astonished to see how much such children knew about the rain. "How very useful the rain is! What could the streets, and the gardens, and the flowers do without it?" and thus a valuable lesson was inculcated. They were then asked if sunshine was not also good for the trees and flowers; and were made to feel that the world would be miserable without it. Their minds were now prepared for the lesson of the day, which was the maxim of the Tyrolese mother, —"God has a plan for every man, and he gives every man something to do," which they recited after her. "And what is your name," she asks one of the little girls. "Maggie Ryan." "And where do your father and mother live?" Maggie gives the residence as well as she can. "Then, Maggie, God has a plan for every man; what has he got for your father to do?" "Nothing," is the reply; What! has he got no business?" "Only a workman." "What kind of work does he do?" "He is a plumber."

She then went on to describe the work of a plumber, and show what an advantage it is to have the water conveyed through the leaden pipes up through the many stories of the houses, and then asks—"It is so all over London?" "Yes." "Do the plumbers do all this work? How much hard labor of carrying water it must save," and raising her hands as if in astonishment, exclaims, "What a useful man your father must be!" Maggie's little bosom now swells with pride for the first time with the thought that her father was somebody, and that God had something for him to do. The other children are treated in a similar manner. The father of one is a tailor, of the next a baker, of the next a carman; and thus she goes on showing that God has a very important work for them all, and we could not do without them. They had never heard so much of God before as in this lesson. She now brings the subject still nearer home to them by simplifying and repeating. "Simplify and repeat" is the greatest maxim of one of the greatest teachers in the world. "Now, Maggie Ryan, what has God for you to do?" "Nothing." "What! when your mother rolls up her sleeves and goes to washing, what do you do?" "Nothing, but mind the baby." "But is not that a great help to your mother?—How could she do without you!"

After repeating the lesson, she concludes by telling them the story of the Tyrolese mother, and her poor crippled son Hans, who was ever complaining that he was of no use in the world, and was wishing that he might be taken away. The mother's reply was, "God has a plan for every man, and he gives every man something to do." But

poor Hans could not see that there was anything for him to do. One day he had gone out a short distance, and sitting down to rest, he fell asleep and did not wake till after dark. The peaceful inhabitants of the valley were daily expecting an invasion from the French, and had built piles of combustible material on various mountains, stationing a watchman at each pile to give the alarm to the inhabitants by setting it on fire, and thus allow them time to escape. Hans discovered a French soldier on an opposite cliff, and then another, and another. The watchman had left the pile that was nearest to where Hans lay; could he climb to it and give the alarm? He made the effort, and succeeded. The flame rose; the other beacons were instantly lighted, and the intelligence was conveyed through the whole valley, by which the inhabitants were saved. Poor Hans was discovered by a French soldier as he was trying to make good his escape, and was shot in the back; but he lived long enough to know that God had made him the saviour of his country, and that through his patriotic effort a pension was settled on his mother for life.

THE HOME AND THE SCHOOL.

BY J. L. PICKARD, LL.D.

HOME life is at its best estate when but a single family occupies a dwelling. "Herding of families" is perhaps the most significant of the fact in some of our largest cities. It is by no means conducive to health or happiness.

In the United States the number of families is more than 11 per cent. in excess of the number of the dwellings—showing that one-ninth of our entire population has not a separate home. An agricultural State like Iowa has but 3 per cent. excess of families. A manufacturing State like Rhode Island has an excess of 45 per cent. In Iowa 29 out of every 30 live by themselves, while in Rhode Island 9 out of 19 are compelled to share a home with another family. Narrowing our view to a few of our larger commercial centres, we shall find an overcrowding of dwellings. The city of New York has but 73,684 dwellings for 243,157 families. More than two-thirds of the entire population of the city of New York is crowded into tenements. Happily the city of Chicago is a marked exception to other large cities. But if the tendency of manufactures and commerce is to a massing of families under a single roof, and if our country is to develop these industries, we have before us a momentous question: "How can health and happiness be preserved?" Three children is the average to a family. Two parents find it hard enough to manage these three children. Methods of control are peculiar to each family. Bring under the same roof as in New York seventeen persons where but five belong, and peculiarties of control will be sadly apparent. The case is even worse than this in portions of New York city, for 17 to 5 is the general proportion. Excluding the large number of families who are occupying each its own home, we shall find a great increase of difficulty, and this especially among the poorer families, where time is not abundant for correcting the influences of other people's children, perhaps not sufficient for the correction of their own.

The school and the church are needed to help the home, or rather to help those who are, under the greatest difficulty, trying to keep their children under home influences. The church, with its mission schools and its industrial schools, can do but a small part of the work that is needed. If the school must be crippled by denial of the right to give moral instruction, then the school will effect but little toward meeting the greatest want of our time. Mere intellectual training is not a sure preventive of vice. It will serve a helpful purpose in encouraging self-respect, but it may prove a source of danger in the increased power it gives for evil doing. Religious and moral training must be allowed the public-school teacher; not instruction in dogna, but in the principles which lie at the foundation of all true living—truthfulness, chastity, sobriety, honesty and piety—reverence for the Creator and respect for the created.

A teacher who cannot give such instruction without imparting to the same the savor of sectarianism should be denied a certificate. It is one thing to demand of every teacher positive instruction in some scheme of morals, and quite another to demand the development of true manhood, leaving to the teacher's discretion the means most favorable and most potent in his hands. Perfect manhood is the end of all instruction. The means may fail of reaching the end, but no unnecessary restrictions should be placed upon their course toward the end, nor should the one directing their course be hedged in within very narrow limits. Neither *pre*scription nor *pro*scription is needed in this matter of moral instruction,

but a noble life left free to its fullest exercise in the use of the means which wise discretion approves. Such a life *was* that of Thomas Arnold. Such a life *is* that of many a teacher less known to fame, but which is surely reproducing itself in the characters molded by the life which is blameless, and by the precepts which are uttered without rebuke or criticism from any quarter. *Present Age.*

MORALITY IN PUBLIC SCHOOLS.

MR. EDITOR: In the December number of your *School Journal* an article appeared, under the above title, as a reply to Oliver Johnson. I was pleased with the sentiment of Mr. George F. Mull, the author, and am very glad that we have many such men to defend the cause of religion and morality. Let us take a Bible view of this matter.

One of the principles of education enjoined in the Bible is that children, as God's creatures, must be trained for His glory. God gives them existence, and His word directs that they shall be brought up "in the nurture and admonition of the Lord." The entrance of a soul into the world, involves the most solemn destinies of this life, and of that which is to come. The whole nature, moral, intellectual and physical, is to be carefully cultivated and watched over to secure a symmetrical development. A system of education leaving out of view the godly training of children, forsakes the Bible basis, that, "The fear of the Lord is the beginning of wisdom."

Another principle of education found in the Bible is, that religious instruction should begin early. The intellectual nature must not anticipate the moral; but religious truth must shine forth and mingle its rays with the early dawn of the mind. The fulfilment of the promise, "Train up a child in the way he should go, and when he is old he will not depart from it," depends upon an early beginning. If this work be postponed until the lad is through with his common school education, there is little promise of success.

"Line upon line, and precept upon precept," is another Scriptural principle. Religious instruction must be perseveringly inculcated, and to discharge this duty successfully requires Christian assiduity and fidelity. Every wise opportunity must be embraced to unfold to children the truths of the Gospel, and their personal duty as it is there presented. And where is there a better place then the school-room, for such opportunities to present themselves?

The Bible is the great text-book of human instruction. An intellectual and moral education is as incomplete without the Word of God, as an education in the languages is incomplete without Grammar, or in mathematics without Arithmetic. The great principles of human duty, the laws of endless life, are stated more forcibly and in more attractive form in the Sacred Scriptures than elsewhere. They have been given to elevate mankind; to teach the duties of life as regards industry, justice, benevolence, obedience to parents, truth, chasity and temperance—and those other high duties of "repentance unto life," and "faith in the Lord Jesus Christ." The understanding, the imagination, the memory and the moral powers, are all addressed in these divine books, so that they cannot fail to interest every sound mind with which they come into contact.

Where the Bible has been received, there a light has been kindled, burning and shining in the midst of darkness; and the wisdom of the people has been found in possessing the "oracles of God." Where the Scriptures have not been given to a people, or are not accepted by them, they eventually fall into ignorance, vice, and superstition. A people that does not esteem the law of God as the paramount law, has little permanent peace, quietness, or prosperity.

Would that all teachers might take serious thought of the responsible position occupied by them while in the schoolroom! If there is any period in life when man receives deep impressions, it is in childhood. If there are hours in childhood when permanent impressions are made, those spent in the schoolroom are such, and there is no place where it is more important to inculcate the whole truth, and only truth, than in the work of our daily instruction at school. Should not the editors of our common school text-books, also, look well to this matter, and see that they publish nothing which will tend to poison the minds of children, or lead them astray from eternal verities to belief in vain and often foolish fables? M.

THE Spelling Reformers have got to provide just heow this nation is to pronounce keow, whether the Yankee's bowit is to run down the Philadelphia bote, and whether it is a bawskit or a basskut that we take to markut or to markit. The New England Mariars and Lydiars will insist on readine and cookine beine done accordine to their ideas as teachahs—and the Philadelphia Seusuns and Catharuns will still struggull to make their scholurs call a dawg a doch. The survival of the fittest in pronunciation is not yet—nor will it be until all the children are taught to read phonetically by deaf mutes. When we get to that happy climax it will have been settled that somebody—some March or Whitney of the future—will pick up all the dropped g's of the New Englander, and drag up the Philadelphia l's and r's from the entrenchment down the throat to the tip of the tongue, where the English put them. But befo' this the do' must be shut in the Soweth on the rich oiliness of the African-Saxon talked there. It is useless to refoam the spelling of the nation until it agrees to pronounce the hull of its wuhds alike, as children of one haiowsehold shood. *Public Ledger.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MAY, 1884.

E. E. HIGBEE. - - - - J. P. McCASKEY.

STATE TEACHERS' ASSOCIATION.

THE Executive Committee of the Pennsylvania State Teachers' Association are pleased to announce that arrangements for the next meeting, in this city, July 8th, 9th and 10th, are nearly completed, and we hope to be prepared to publish the full programme in the June number of *The School Journal.*

Much valuable time was lost in the early part of the season in trying to effect the tri-State meeting at Chautauqua; but the good people of Meadville are in earnest, and will be ready for their distinguished guests by the day appointed for their assembling; and promise a hospitable reception when that time arrives.

His Honor, the Mayor of the city, has issued a call for a meeting of citizens at the City Hall, on Monday evening, 28th inst., to arrange for the reception and entertainment of the large body of educators soon to gather here from all parts of the State. The School Board, City Council, College Professors, Superintendent and Teachers of the public schools, business men, and in short the entire people, are alive to the fact that the educational forces of the State are about to honor the city wlth a three days' sojourn in our midst, and it is proposed to give them a hearty welcome.

Excursions by railroad and steamboat are under consideration, visits to points of interest in and about the city are proposed, and it is expected to make this occasion one that shall be enjoyed mutually by our citizens and their guests. Our hotels have shown unprecedented liberality in reducing their rates of boarding for such gatherings to $1.50 and $1.00 per day; the County Commissioners have kindly donated the use of the Court House as a place of meeting; and in return it is hoped that every County, City, College and Normal School in the State will be well represented at this our annual gathering. Respectfully,

C. F. CHAMBERLAIN,

Meadville, April 22. *Ch'n. Ex. Com.*

THE meeting of the State Association at Meadville promises to be one of much interest. Supt. Chamberlain is pushing forward all necessary arrangments with energy, and the people of Meadville second his efforts promptly and with hearty liberality. The attendance, from the western half of the State especially, will be large, and the eastern counties also will be well represented. The time of the meeting was fixed for July 8th, 9th and 10th, in order that members desiring to do so might go on to Madison, Wisconsin to attend the meeting of the National Educational Association, which will be in session the following week, convening July 15th. The programme of the Meadville meeting will soon be ready, when it can be had by addressing Supt. C. F. Chamberlain, Meadville, Pa.

THE report of Supt. MacAlister to the Board of Controllers of Philadelphia on the Examination of Primary Schools, to which extended reference was made in our last issue, was but a statement in part of the results obtained. The supplementary report, which was presented at a late meeting of the Board, contains a full discussion of the subject. It is evident that the evils which exist in these schools are mainly due to the want of some general form of supervision in past years. Supt. MacAlister is driving a sub-soil ploughshare through some things in the Philadelphia system. In his work of reform, he has the sympathy and support of all the better element of Philadelphia within and without the schools themselves, and of the school management both general and local.

A TEACHER of our acquaintance, so as to encourage among the pupils the thought of planting trees from having done it for themselves, recently gave each of his hundred boys a peach-tree of choice variety, with instructions how to plant the same. The lads were much interested, and the planting of these trees, it is hoped, may arouse some practical thought in this direction which will lead to the planting of many more during their lives and the lives of others. A stone dropped into the quiet water may send its circle of wavelets afar.

WE are pleased to know that Miss Lelia E. Patridge, who has been teaching for Col. Parker in the Cook County Normal School during the past year, will return to the Institute field in Pennsylvania the coming season. Her late book, "Talks on Teaching," published a year ago, is having a large sale, and doing very good work for teachers. It will be followed soon by another entitled "The Quincy Methods," which is now passing through the press. Her post-office address is Normal Park, Cook county, Illinois, care Col. F. W. Parker. There are not

many more bright, more ready, or more useful people in this promising field than Miss Patridge. She brings a quick brain, large experience, wide observation, and hearty sympathy, to her platform work.

WE have received a copy of the Journal of Proceedings and Addresses of the National Educational Association for 1883, which was held at Saratoga. It is a full report of what was done, and of the able papers read and addresses made. It is published by the Association at one dollar per copy, and may be had by enclosing price to N. E. Publishing Co., 16 Hawley St, Boston, Mass.

THE Comnittee on Departments of the Teachers' Institute of Philadelphia, have arranged two courses of lectures for the members, upon Botany and Geology. The former are delivered by Prof. J. T. Rothrock, of the University of Pennsylvania, on Friday afternoons, at 5 o'clock, at the Central High School, Broad and Green streets. The lectures will be given during May, and will be resumed on the first Friday in September. The lectures on Geology are delivered at the Academy of Natural Sciences, Nineteenth and Race streets, by the Curator, Prof. Angelo Heilprin, on Wednesdays during May, at 5 p. m., to be resumed on the second Wednesday in September.

EVERY pupil received into the lyceums and colleges in France must give evidence that he had been vaccinated. Since the enforcement of the new law, not a single case of variola or varioloid has appeared at the Lycée Louis le Grand, where the utility of the restriction was fully tested.

"ABOVE all things, as a child he should have tumbled about in a library. All men are afraid of books who have not handled them from infancy." So says Ruskin, and expresses a truth too much overlooked. It is almost impossible to educate a man except in certain practical directions, who has not caught the spirit of literature in his early life. To be turned loose in a good library, even if it be a very small one, is a very valuable part of good education. The child thus gets into habits of picking up odds and ends of information, and culling from a mass of matter the essential facts. He also learns to read current literature and to have a mind awake to things of present interest in the world of literature, science, or history.

The Student.

NATIONAL ASSOCIATION.

THE National Educational Association, Thos. W. Bicknell president, will hold its next annual meeting July 15–18, in the Capitol building at Madison, Wisconsin. Arrangements are making to accommodate from 5,000 to 10,000 persons. Among the speakers announced are not a few of the most distinguished names in the field of special as well as general education.

Among the topics for discussion are the following: National Illiteracy: Its Causes, Influence, and Cure; Education in the Northwest; Woman's Work in Education; Principles Underlying a System of Elementary Schools; Methods in Teaching; Education of Indians; Language Teaching in Common Schools; The Part which Language Plays in a Liberal Education; Interest in Study. How Awakened; Methods of Election of State School Superintendents, and their Relation to the State Government; Industrial Education in our Public Schools; Shop-work *vs.* School-work; Course of Study in Industrial Drawing for Common Schools; How Deaf Mutes can be Educated in our Common Schools; Education in the South; Citizenship one of the objects of the School, and Methods and Value of County Supervision of Schools.

The educational exposition, which will be a leading feature of this annual session, will of itself be worth going a long way to see. Extensive preparations for it are now making under the direction of Prof. Jas. H. Smart, president of Purdue University. It will be organized into twelve departments:

1. Main Exhibiton—Including work of higher schools, both public and private.—This part of the exhibit will be grouped in divisions by States.

2. Department of Industrial Education, H. H. Belfield, Chicago, Illinois, Superintendent.—This department will include the products of all technical schools and manual-training schools. Space will be afforded for showing processes, if exhibitors desire it.

3. Art Department, William S. Perry, Worcester, Massachusetts, Superintendent.—This department will include special exhibits of drawings, crayon work, water colors, and all forms of decorative art, to be exhibited by city schools and private schools.

4. Kindergarten Department, W. N. Hailman, La Porte, Indiana, Superintendent.—This department will include all products of public and private Kindergartens. Opportunity will be afforded to a limited number of those who may desire to illustrate methods of Kindergarten instruction.

5. Exhibit Selected from the National Educational Museum.—This department will in-

clude a most interesting exhibit of school products and appliances gathered from foreign countries, and now forming a part of the National Educational Museum at Washington, D. C.

6. Exhibit of Pedagogic Literature, William E. Sheldon, Boston, Massachusetts, Superintendent.—This exhibit will include bound pedagogic literature, and will exclude all current periodicals.

7. Ward's Museum of Mineralogy, Geology, and Zöology.

8. Exhibit of School Architecture, Including Ventilating and Heating Apparatus.—This department will include all exhibits made by architects, builders of school-houses, and inventors and makers of apparatus for heating and ventilating.

9. Exhibit of School Journals and other Current Educational Publications.

10. Department of Apparatus and Supplies.—This department will include chemical and physical apparatus, globes, charts, appliances for use in laboratories, etc., both for elementary and higher schools.

11. Department of School Books, William A. Mowry, Providence, Rhode Island, Superintendent.

12. Department of School Furniture.

Excursion parties will he made up in the East for the through trip to Madison and return, at modest rates. The special agent of the Chicago and Northwestern Railway, Mr. H. A. Gross, of Lancaster Pa., informs us that he is now arranging for such party, and may be addressed as above for special rates. From Madison excursions are also projected to the Yellowstone Park, to Colorado, California and Oregon, for such as may desire to spend a part of their vacation among the Rocky Mountains or on the Pacific Coast.

GOVERNOR PATTISON.

WITH great pleasure we mark the deep interest which Governor Pattison takes in the educational and philanthropic work of the State. In his tour of visitation, taking in the prisons, insane hospitals, and Soldiers' Orphan schools, he shows a clear recognition that these interests form a large element in governmental work, and require upon the part of an earnest Executive that familiar personal knowledge of their work which will open the way for an intelligent and watchful supervision.

We are glad to learn that it is his purpose also to visit our State Normal Schools. We shall most cordially welcome him to these schools, that he may recognize both their worth and their needs, and offer his valuable aid in shaping such legislation as shall still further promote their usefulness.

Indeed, the educational activity of our various schools is one of the very best indices of our progress in civilization; and, if any permanent reforms of our present social life are to be reached, they must begin here at the fountain, among our boys and girls, and not with adults, whose character is to a great extent already irrevocably fixed. The negative work of jails and prisons, however important it may be, is feeble indeed when compared with the positive work of a solid Christian culture of our young. Here seed can be sown on the softened soil of springtide, and not the sickle thrust in to cut down the rank weeds of a blighted autumn harvest.

Let the Governor, therefore, and all thoughtful statesmen, watch with most earnest care the work of training those who are so soon to take into their own hands the whole work of our social life, assured that, if the fountain be impure, it will be quite vain to attempt to cleanse the stream issuing thence.

THE "NEW" EDUCATION.

TEACHERS will find a suggestive little book in a "Manual of the Graded Course of Instruction in the Primary Schools," prepared by Superintendent MacAllister, of Philadelphia, and recently adopted by the Board of Education of that city. As might have been expected, the new course differs in many material features from the old course. The Superintendent tells us in his preface that his purpose has been to simplify the work of the pupils, and to introduce methods of teaching "more rational [than those heretofore employed], because more in accordance with the natural laws which regulate the growth and development of the child's being." Very properly and very judiciously, too, he states at the outset that "there is nothing new in the general principles upon which the scheme of instruction is based;" and that "free use has been made of the work and experience of others in the same field of labor."

One of the most serious obstacles to a favorable reception of what is coming to be known as "the new education" is the prevalent notion, which the advocates of the system are not always careful to discountenance, that it is really *new*—that it is in a great measure experimental. One cannot easily bring himself to believe that teachers

have, from the days of Aristotle down to the present time, all been going wrong, and that it has been reserved for the philosophers of the second half of the Nineteenth Century to discover the true principles of the art of educating children, to place the art upon the foundation of natural laws. There is a presumption against any system which puts forth pretensions so extravagant. The truth is, the "principles" in question have been recognized and acted upon, but it is also true that they have not been acted upon generally. School-teaching has long been recognized as a profession. Young men and young women have entered upon it, not from any special fondness for children or love of imparting knowledge, but simply for the purpose of gaining a livelihood, often only temporarily while they prepared themselves for some more lucrative employment. Those who have grown old in the profession have too ofter been such as had not the energy or the ability to buffet with the world in any more stirring occupation. As a result, the great mass of teachers have never given any special thought to their work; they have scarcely known that there were principles underlying it; they have performed a perfunctory labor with hardly a thought above those of fulfilling a contract and getting their pay. For such teachers those methods are the best which are the easiest; and the easiest method of "keeping school" is, first, to preserve order, with the rattan if necessary; secondly to assign lessons in the text-book, and lastly, to "hear" the lessons and thus see that they have been learned.

But there are, and there always have been, teachers of a very different stamp from these —teachers who have given thought to their work, whose hearts have been in it, who have studied children, and have adapted their teaching to the needs and capacities which they have discovered in them, who have not confined themselves to text-books, but have always been ready to teach their pupils whatever it would interest them to know. Such teachers have had methods of their own founded upon their own reflection and experience. They have had their peculiar methods of teaching arithmetic, geography, or history. They have been more or less successful, and have gained a reputation in their own neighborhood; but they have not had the ambition or the aggressive spirit to rise up and proclaim a general reform of educational methods.

This work has been left for our own time. The subject of public education, both in its relation to the state and to the individual, has been of late years coming into greater and greater prominence, and the cause has enlisted in its service many earnest men who stand intellectually on a higher plane than was occupied by the average school teacher of the past, and who have given their best thought to the subject in which they have become interested. Their method has been not to experiment, but to investigate; to study the working of the most successful schools wherever found, to observe the methods of the most earnest and intelligent teachers, to note, for adoption, what experience had proved to be good, and to condemn what common sense declared to be bad.

There are, of course, theorists and visionaries among educational reformers, as there are among all reformers—men who will be satisfied with nothing short of revolution; but the solid and accepted results of the movement are not few. Certain principles and maxims have been brought to the front which commend themselves to every reflecting teacher not merely because they seem plausible, but because they have stood the test of trial.

ONLY ONE VOTE.

IN 1841, under the pressure of hard times, and the general pecuniary distress, the annual appropriation to the Common Schools was carried in the Senate, by a majority of only *one vote!*

The general school law of May 8, 1854, with its enlarged resources and power—without which the work that has been done since that period could not have been done —was carried in the Senate by a majority of only *one vote!* Yet what far-reaching and momentous consequences hung upon that single vote.

In 1857, the increased appropriation of $50,000, that was absolutely necessary to sustain the County Superintendency, and encourage the people in the less affluent counties under the excessive pressure of local taxation for school purposes—amounting in some cases to twenty-six mills upon the dollar, for three successive years—was carried in the Senate, after one of the hottest debates ever known in that chamber, by a majority of only *one vote!*

In 1860, in Forest county, in a convention of nine directors, the successful candidate for County Superintendent was elected by a majority of *one vote!* It is possible for the same results to happen in larger counties and much fuller conventions.

Absent directors have much to answer for, when things go wrong because of their absence. A full attendance at the triennial conventions is always the best policy.

NEW BIOLOGICAL SCHOOL.

WE may fairly say that the science of biology has arisen during the past twenty years. It is with wonderful rapidity attracting to it hosts of the most active young minds of the country. It has however been a reproach to this state, that nowhere within our limits did we offer such facilities for instruction and for study in this important science as were extended by Massachusetts and Maryland and New York, and even by many of the Western States.

To meet this want the University of Pennsylvania will open in September a school of Biology, with Prof. Joseph Leidy as its director. He, of course, will have a suitable number of assistants. Among those will be Professors Rothrock, Jayne and Sharp, all of whom have had the benefit of thorough preparation in the laboratories of this country and Europe. The selection of such a man as Prof. Leidy as its head, has been most fortunate for this new school.

Students can enter for a long or a short course; for general, or for special work; and both males and females are welcomed upon the same terms and will receive like privileges.

In the *Public Ledger* of the 16th ult., Prof. J. T. Rothrock—a Philadelphia scientist of distinction, in various fields of investigation, whose best known work, however, has been done in the direction of botanical research—speaks as follows of the

UNIVERSITY SCHOOL OF BIOLOGY.

Mr. Editor.—Now, that this new school has been born, it may be well to outline its future. First of all, however, it is proper to emphasize the fact that *it is born*, well-formed and full of promise. With Professor Joseph Leidy to direct its teaching, it cannot fail to exert a powerful influence on both the science and the reputation of the city, and hence it has a fair claim upon the city for encouragement and support. Nothing so clearly shows the place now held by biology in advanced science, as the statement that ten years ago even the University hardly knew in what corner this science was to be stored away, while now the trouble appears to be to limit its importance in any branch of natural science.

As a means, as a simple instrument of mental training, its position is assured. It is worse than useless to attempt disparagement of the present by clinging blindly to the older educational methods. Schools of science have come, and will have their day. A very large class of promising young men has determined to seek education in the line of biological training. The only question remaining for us to answer is, will we give it to them at home, or shall they be driven abroad to seek what they desire, and to proclaim our educational deficiencies to other nations? What such studies can accomplish in mental training simple and pure, what they can produce in the way of results, may be best learned by glancing at the unprecedented gain the world has made during the last twenty years in new facts, and in unquestionable conclusions. It is safe to say that no such scientific harvest was ever reaped before in an equal time.

Probably no nation ever needed more than we do now a stimulus to research for its own sake, even if from such investigation no directly practical result follows. It is a fact which history amply confirms, that the period in which a nation has been most deeply wedded to the purely practical has seldom been the one that later ages came to regard as the most glorious. To supply the stimulus, to offer the encouragement in pure investigation, is one of the recognized functions of this new school.

Harvard University has for years maintained in the interest of biology a magnificent museum of zoology; a botanical garden, with an enormous herbarium, library and working facilities for all who will come. Johns Hopkins University in Baltimore has made her biological work the foundation upon which her richest reputation has been founded. Cornell University, the University of Michigan, Wabash College, and even many agricultural and industrial colleges of the Western States, have biological laboratories. Hence, then, comparing ourselves with other centres of learning, it is clear that the reputation of Philadelphia is at stake.

There is, however, another outcome to be expected from this new school—*one of the most practical character.* The investigations of Pasteur, commencing back more than twenty years, originated in a simple biological problem. They have culminated in throwing a flood of light on the causation and prevention of disease, and hence have contributed largely to cure. It is affirmed that his discoveries have already been worth millions of dollars to France. The low forms of life, wherewith the physician is so greatly interested, are the ones most frequently and most thoroughly studied in biological laboratories. Then, too, nearly all the exact information which we possess concerning the parasitic plants infesting our cereal grains, our potatoes, our vines and our forests, has been the outgrowth of work done in the biological laboratories of foreign lands. Is it strange that so great a city as Philadelphia should feel called upon to provide means for studying these things at home?

Practical men have witnessed year after year the disappearance of the fish and the oysters from our waters, in which they once abounded. But art, aided by science, has re-stocked the streams with fish, and science has at last solved the problem how to fertilize and hatch the oys-

ter artificially. The importance of this discovery may be estimated when we remember that for a year of average productiveness the value, at first hand of the oyster catch in Delaware Bay far exceeds two millions of dollars. To this, I may fitly add, Philadelphia, through one of her young biologists, trained in the Academy of Natural Sciences, largely contributed.

As an educational movement, this biological school has a great importance. It is a distinct avowal that the University Trustees recognize and sympathize with the efforts so many of our best women are making in behalf of higher education for females. Hence it is most unequivocally understood that this school opens its doors to females on the same conditions as to males.

COUNTY SUPERINTENDENCY.

THE official paternity of this important office was correctly given in the last number of *The School Journal*, so far as Pennsylvania is concerned; and the able and eminent gentlemen who were mentioned in that connection, are entitled to high honor and lasting gratitude for their earnest and sagacious recommendations on this subject. But its origin lies farther back than our own school history, and the credit belongs to our neighboring State of New York. Briefly stated, it is substantially as follows:

In 1827, Azariah C. Flagg, in his annual report as Superintendent of Schools, suggested the "appointment of competent persons to visit the schools of a county, to investigate modes of instruction, qualifications of teachers," etc. This report was the embodiment of suggestions previously made by Gov. DeWitt Clinton in his annual messages.

In February, 1839, John C. Spencer, (afterwards Secretary of the Navy,) was appointed Secretary of State and Superintendent of Schools. In his first annual report he recommended the appointment of deputy superintendents of schools for each county. He also procured the passage of a law authorizing the State Superintendent (himself) to appoint a county board of visitors, to visit, gratuitously, the common schools, and report the results of their examination to him. Amongst the visitors appointed under this law, were such men as Rev. Alonzo Potter, D. D. (afterwards Bishop of Pennsylvania) Rev. Orville Dewey, D. D. James Wadsworth, James M. Beekman, etc. These county visitors recommended, with great unanimity, a plan of systematic county supervision.

In 1841, John C. Spencer prepared a bill, which was passed, creating the office of county superintendent of schools, which rendered effective service until 1847, when in an evil hour and under misguided influences the office was abolished. In his annual report for 1854, our own State Superintendent, Hon. Charles A. Black, refers to this subject in the following terms. "The office of county superintendent, although novel here, had been tried elsewhere with the most striking and beneficial results. In New York especially, an institution quite similar in design and the nature of its duties, and differing only, perhaps, in the mode of appointment, had done more to advance the cause of education by common schools, during the period it was permitted to exist, than all other causes combined. 'And when borne down by public clamor, resulting from an unclean alliance with politics, and other interests, the office was abolished, in opposition to the opinions and wishes of the successive Heads of Department, the several committees of the Legislature, charged with the supervision of the interests of public instruction, and of the great body of the most enlightened friends of education throughout the state,' the act was regarded as most disastrous to the prosperity of the common school system. Up to that period its progress had been uninterruptedly onward, and the 'abolition of the office of county superintendent was the first retrograde step in its history.'"

When the office was established in Pennsylvania in 1854, it was one of the most unpopular measures ever put before the public, and the effort to abolish it was wide-spread, formidable and unceasing. That it was not abolished during the first year of its existence, was owing to the resolute stand in its support taken by Gov. Pollock, and maintained with inflexible firmness to the end of his term; a term that covered the most disturbed and difficult transition period ever known in our common school history. It is the simplest truth of history to state, what is not generally known at this day, that no Executive of this Commonwealth, either before or since his time, ever breasted so prolonged and heavy a pressure of adverse public sentiment, as he withstood in defence of the advanced school legislation of 1854. He held the citadel, and saved the day.

In 1856, New York endeavored to make up for lost time by creating the office of School Commissioner, as a substitute for County Superintendent, but with smaller districts. H. C. H.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, May, 1884.

ORPHAN SCHOOL EXAMINATIONS.

To the Principals and Managers of the Soldiers' Orphan Schools and Homes:

VACATION, this year, will commence on Friday, July 11th, and continue until Saturday, August 30th. All the pupils must return to school promptly at the end of this period, as no excuses will be allowed for absences after that time.

The examinations at the several institutions may continue as many days as those directly controlling them shall deem advisable, but the time of holding each examination must be made to include the day of visitation of the officers named below. Said officers will conduct the examinations, calling upon such persons to assist them as they may deem proper, and it is hereby directed that the examination of the lower classes be limited to some one branch of instruction, reserving most of the time for a more general examination of the higher classes, or classes containing pupils soon to leave the institutions. The reports of examinations will be made out in the same way as they were made out last year, by the officers of the several schools and homes, and forwarded to this Department. No regular examinations will be held at the Children's Home, York, the Industrial School, Lincoln Institution, and Church Home, Philadelphia, or St. Paul's Orphan Home, Butler. These institutions, however, will be visited and carefully inspected, as heretofore.

The examinations will begin promptly at nine o'clock, on the morning of the days named. The State Superintendent and Inspector Sayers will conduct all the examinations, on the several dates following: Uniontown, Monday, May 12; Mercer, Wednesday, May 14; Dayton, Friday, May 16; White Hall, Monday, May 19; McAllisterville, Tuesday, May 20; Loysville, Tuesday, May 20; Mount Joy, Wednesday, May 21; Soldiers' Orphan Institute, Thursday, May 22; Chester Springs, Friday, May 23; Mansfield, Tuesday, May 27; and Hartford, Thursday, May 29. Mrs. E. E. Hutter, Lady Inspector, will be present at the schools of her choice, and take part in the examinations.

The Governor has kindly accepted an invitation, and will be present at as many of the examinations as his official duties will permit. Commander Dyer, Department of Pennsylvania G. A. R., and Staff, are cordially invited to attend as many of the examinations as will suit his convenience. The Superintendents of schools and principals of State Normal Schools will take part in the examinations held in their respective districts.

An exhibition of industrial skill and military drill will form a feature of the examinations. Drawing and copy books should be ready for inspection.

The examinations will be, as heretofore, public, and the authorities of the several schools are requested to invite especially the presence of superintendents, directors and teachers of common schools, members of the Grand Army of the Republic, old soldiers and sailors, members of the Legislature, judges of the courts, clergymen, editors, and such other citizens of the several localities as have interested themselves in the work of education as conducted in these schools.

Pupils must resume their studies immediately after the examinations are concluded, and continue in unbroken attendance to the time fixed for vacation.

Arrangements should be perfected so that the examinations may commence promptly at the hour appointed. The regulations for vacation will be the same as in past years.

E. E. HIGBEE, *Superintendent.*

DUTY OF SCHOOL BOARDS.

PUBLISHING THE ANNUAL STATEMENT.

INSTEAD of the perplexing mode of publishing the accounts of school boards required by law some years since, the Legislature has since passed a law entitled "An Act to regulate the publication of the accounts and financial statements of school boards," which must not be disregarded by Boards of Directors. It is as follows:

SEC. 1. That it shall be the duty of each board of school directors in the several school districts of this commonwealth annually, at the close of the school year, to place in the hands of proper auditors a full certified statement, itemized, of their receipts and expenditures for the past year, including the assets and liabilities of the district, of all kinds, with all books, papers and vouchers relating to the same, to be by said auditors examined, and if found to be correct, approved; such statement to be spread upon the minutes of the board of directors, and in a condensed but fully classified form *published by said board in not less than ten written or printed handbills*, to be put up in the most public places in the district, or, if deemed preferable, in the two newspapers of the county in which the district is situated, having the largest circulation among the citizens interested; and for any neglect or failure to perform the duties enjoined by this act, the officers named therein shall be considered guilty of misdemeanor punishable by a fine not exceeding three hundred dollars, to be paid into the school fund of the district in which the offense shall have been committed.

SEC. 2. That the publication of the accounts of school boards herein provided for shall be in lieu of all publication of said accounts now required by law; and all acts or parts of acts inconsistent herewith be and are hereby repealed. *Provided*, That the provisions of this act shall not extend to cities of the first class.

ITEMS FROM REPORTS.

ARMSTRONG.—Supt. Stockdill: Our schools are about all closed. I visited all once, and fifty the second time, making 335 visitations this term. During the last three years, I have made 980 visits to the schools. Our schools are not what they ought to be, but they are gradually improving. We have never had, as a general thing, such well-qualified teachers in our county; but they are not all good, and I think some of them have taught their last term. The outlook for next winter is good, as many of our teachers will attend school this summer. More of them are going to Normal schools this year than ever before from our county.

BEDFORD. — Supt. Cessna: Most of the schools have closed for this term. Some few lost time on account of sickness, and are now making it up. Select schools will be taught, as usual, at Woodbury, Everett, Pleasantville, and Bedford. The Bedford Union Schools are closing with the usual examinations. More teachers are going away to State Normal schools from this county, during the present season, than ever before.

BERKS.—Supt. Keck: Nearly all the township schools are closed. They ought to continue at least one month longer. We are very sorry to note the death of S. Clayton Rhoads, teacher of the Weavertown school. He was young in years, but old in his work. We held an interesting meeting in the Oak Grove schoolhouse this month. The largest meeting we held this winter was at Topton. The church was filled the first day, crowded the next, and overcrowded on Saturday night. We enrolled eighty-four teachers.

BUCKS.—Supt. Woodruff: In eleven of our thirty-nine districts the school-term is only six months; in one of them but five. These schools have closed, and will not be opened again before next October. In the remaining twenty-eight districts the term ranges from seven to ten months, averaging about nine months. Private summer schools will be started in many of the districts where the public schools are closed.

BUTLER.—Supt. Murtland: An interesting local institute was held at Sunbury, March 21st. Much credit is due Messrs. Logan and Stoops for the excellent programme on that occasion. The Sunbury Academy is one of the oldest educational institutions in the county, and under the efficient management of Prof. Logan is doing good work. During the sessions of the institute, papers were read by Prof. Robertson, of North Washington Academy, and by Miss Annie Glenn and Miss Kate Hilliard, teachers in our public schools, which elicited lively discussions, and gave evidence of their efficiency as teachers. The citizens of Sunbury manifested their old-time hospitality by entertaining all the teachers free during the sessions of the institute.

CAMBRIA. — Supt. Strayer: Most of our schools closed during the month. Upon the whole we feel gratified at the success of the schools. The monthly reports of the teachers were promptly forwarded, and added much interest to the visitations of the schools, and also caused our teachers generally to take greater interest in their work.

CAMERON.—Supt. Pearsall: An excellent globe has been added to the apparatus of the Sterling grammar school. The Cameron graded schools held an entertainment on the 28th inst., which reflected great credit upon the pupils and teachers. The net proceeds, $21.74, will be used to buy books for the library.

CARBON.—Supt. Balliet: The handsome new school building, just erected at Weatherly, was dedicated with appropriate literary exercises, February 21st. It is a two-story building, containing four rooms, well arranged, well lighted and ventilated. It is, taken all in all, perhaps the finest building in the county for its cost. It is an ornament to the town, of which every citizen may well feel proud. A local institute was held at Weatherly, February 22d and 23d. It was the largest and most successful meeting of its kind yet held in the county. At the evening lectures the Opera Hall was crowded. A local institute was also held in February, at East Mauch Chunk, which was well attended. The schools in some of our rural districts closed during the first week of April. The work done in many of these schools is not what it should be. For the most part the salaries are so low that teachers of experience and scholarship cannot be secured. There are several notable exceptions to this, in districts in which young men are teaching who need not pay for their board. In such cases good teachers are sometimes found to teach for comparatively small salaries. It would be wise economy to increase salaries for next year in a number of our districts. The teaching now done for low salaries is very high-priced.

CHESTER. — Supt. Harvey: Union district has furnished its school with slate blackboards. Williston has dug wells at all of its schools, and furnished the Green Tree school with Pelton's Outline Maps and Parker's Arithmetical Charts. Except five of the schools that were not open, I have visited all of the schools of the county once this year. With the exception of four of our teachers, who have not been able to govern their schools, we have had no entire failures. A few through lack of scholarship, and more through inability to impart skillfully what they understand, have not been as successful as is desirable. Still, I feel that we have reason to be thankful that most of our teachers are doing excellent work, when we reflect that the average salary received is less than $38 a month.

CLEARFIELD.—Supt. McQuown: The local institutes held during February and March, were very successful, especially the one held in Houtzdale. We publish in the county papers the names of all pupils who attended school every day of the term. Up to this date three hundred names have been published for the present year.

COLUMBIA.—Supt. Grimes: I held a local institute in Mifflin township February 9th, in Benton February 16th, in Jackson February 22d, and in Fishing Creek February 23d.

Much interest was manifested in the exercises both by the teachers and citizens. The Women's Temperance Union of Pennsylvania, together with the W. T. U., of Lewisburg, presented the Bloomsburg State Normal School with twenty-five volumes on the subject of Temperance. The books have been placed in a case similar to the one filled with a complete set of Ecyclopædias, also a gift to the school. The pupils of the Catawissa high school, under the charge of Prof. O. H. Bokeless, have purchased a fine new book-case for their library. They have raised funds for shades, lambrequins, and rugs. A complete set of the Zig-zag Journeys, a History of Columbia County, and other books, have lately been added to the library. The pupils have laid a voluntary tax of five cents per month on each member. They have their own librarian and treasurer.

CLARION.—Supt. Anderson: The schools have nearly all closed. But few failures occurred during the year. During the month I held five examinations for "Elementary Graduates." In the evenings educational meetings were held, which were well attended by teachers, pupils, and citizens. We feel that the educational interests of our county are advancing.

DAUPHIN.—Supt. McNeal: The following local institutes were held during the month of February: Middletown, Union Deposit, and Fisherville. Deputy Supt. Henry Houck attended the Middletown meeting, and delivered an instructive and entertaining address on Saturday evening. These institutes have all been fairly attended by teachers and citizens, and have created considerable interest in the cause of popular education.

FOREST.—Supt. Hillard: Nearly all our schools closed with March, after a successful winter term. The teacher who does not subscribe to some educational journal is a rarity in Forest county. "Parker's Notes" are in the hands of many teachers, as is also Page's "Theory and Practice."

FRANKLIN.—Supt. Disert: I have visited nearly all the schools once, and with few exceptions, I found them doing good work. Local institutes were held during the month in Antrim, Green, Peters, and Washington townships, and a district institute in Chambersburg. This meeting was largely attended by teachers and others, and was decidedly the best held during the term. A pleasing feature of this institute was an exercise given in gymnastics by pupils of the Chambersburg and Waynesboro high schools. Much good has resulted to the schools by the increased interest manifested in these institutes during the present term.

JEFFERSON.—Supt. Kelly: During the month of February I visited the schools by day, and held people's meetings by night. Literary exercises, educational talks, and music, constituted the evening exercises generally. In March I completed my school visitations, having made over 200 visits. During the winter I attended and participated in the work of over fifty educational meetings and institutes. We have just concluded a series of pupils' examinations, issuing over fifty-four diplomas.

LACKAWANNA.—Supt. Brooks: A very interesting and profitable local institute was held, February 9th, in South Abington. A lecture was given in the evening by Hon. Lemuel Amerman. Another excellent institute was held in Scott, February 16th.

LANCASTER.—Supt. Brecht: The schools in our rural districts are closing, and in many places, with exercises suitable to the occasion. These reviews presume to give parents and friends an epitome of the year's work, in the form of class-drills, composition, music, and entertainment. When conducted in this manner, to disclose the inner-life of every-day school work, they are a feature worthy of encouragement, and always promotive of wholesome sentiment. Select schools will be organized in a large number of the districts, with an attendance of from 50 to 60 per cent., of the enrollment of the regular term. Strasburg township contemplates the erection of a double house, Salisbury one, perhaps two, while Drumore has entered a standing resolution upon its minutes to erect two buildings annually until all the old houses shall have been replaced. Sadsbury remodeled the rooms of its older buildings, and introduced new furniture, which gives them a pleasant and cosy appearance. Conoy and Leacock had a permanent district institute. Lyceums and literary meetings were held in different parts of the county. In some districts the educational spirit assumed the shape of well-conducted "spelling bees." Rock Point school in East Donegal realized nearly $100 in this manner, which was judiciously invested in apparatus, appliances, and furniture. The Little Britain board placed in each of their schools a text-book on the evil effects of alcoholic drinks, and require their teachers to give instruction in the same twice every week.

LEHIGH.—Supt. Knauss: All our schools in the rural districts, with very few exceptions, have closed for this year's term. The average attendance does not seem to be quite as good as last year. This is owing to various epidemics which prevailed in several districts, and to bad roads for part of the term. Ten of our teachers resigned during the term, two by request, one on account of ill health, and the rest to engage in other employments. To supply the vacancies we were obliged, in a few cases, for want of better material, to license persons to teach who, under more favorable circumstances, would have been rejected. In consequence, some of these schools suffered materially. The schools of the county, generally speaking, did good work. Many of them showed excellent results at the closing examinations. A new plan of school examinations was adopted by the School Board of South Whitehall township. Each school was examined on a fixed day by a committee of five. The committees consisted of a patron of the school, the visiting director of the school, two teachers of the township, not including the teacher of the school examined, and the Secretary of the School Board. Mr. W. R. Henninger, an ex-teacher, who was appointed

chairman of each committee, attended all the examinations in the district. The other members of the committee were different at each examination. The questions were arranged in part by the County Superintendent, and graded according to the course of study in use in the county. Each pupil who was examined received a neat "Scholar's Certificate," with the result of the examination carefully marked thereon, and signed by the committee. A tabulated statement showing the age, attendance, and standing in the several branches of each pupil, the standing of each school, and a comparative statement of all the schools, was arranged by the Secretary of the Board, and a copy of it handed to each teacher and director, and to each school. This table serves a very good purpose for the sake of comparison. The plan seems to give pretty general satisfaction. A number of school houses will be built in our county during the coming summer.

LUZERNE. — Supt. Coughlin: Educational meetings were held at White Haven, Muhlenberg, Parsons, Conyngham, and Freeland. Deputy Supt. Houck was with us at White Haven and Parsons. He lectured in the evening to a large audience in each instance, and gave instruction to teachers and citizens during the day sessions. These meetings were particularly successful in accomplishing the purpose of arousing public interest. The meeting at Conyngham was an excellent one. It commenced on Thursday evening, and closed Saturday noon. Parents, directors, and teachers, were much interested in the whole work. It was managed and mainly carried on by themselves. A lecture on education will be delivered at Yatesville, April 1st, and at Jenkins, April 8th. The eleventh local institute will meet at Pittston, April 25th and 26th.

MIFFLIN.—Supt. McClenahen: The schools of the county have all closed except Lewistown and Logan. Lewistown added one more month to the term, making it eight instead of seven. Some of the schools closed with an evening entertainment, for the purpose of raising funds for a library. I have not noted any entire failures during the past term. Our teachers generally did well—were honest and earnest, and are deserving of more credit than they get, especially in some sections. Good literature is becoming more and more a prominent feature of school-room work.

MONTGOMERY.—Supt. Hoffecker: The fifth and last local institute of the season was held at Huntingdon Valley, March 7th and 8th. Though the weather was unfavorable, ten schools were well represented. Nearly fifty teachers were present, and the attendance of directors and teachers was very large. The class-drills given by the teachers were quite satisfactory, and the work of the eminent instructors, Profs. Geo. M. Philips, Edward Brooks, E. V. De Graff, was highly appreciated by all.

NORTHAMPTON.—Supt. Werner: We have at present twenty-nine school districts under our supervision, and expect one more next year. East Bangor will, without doubt, be incorporated before long. I have visited all the schools once, and the schools of ten districts twice, and several schools three times. I made 316 visits since last fall, and expect to make 45 more before the close of this school year. Most of the schools are doing well. On the 1st of March, we had a successful institute at Bangor; it was well attended by citizens and teachers.

NORTHUMBERLAND.—Supt. Wolverton: A year of promising labor is about closing. The work of our teachers has been faithfully performed, with but few exceptions. The Directors' Association of this county convened in the Court House in Sunbury, March 4th, and discussed a number of prepared subjects. The series of suggestions offered in an address before the the county institute by the chairman of the Association, Rev. W. H. Gotwald, of Milton, formed the basis of the discussion. This convention was quite effectual, in adopting a constitution and by-laws bearing upon the best interests of education in our county. A very full representation of the county gave evidence of a deep and general interest. Our people mean progress.

SNYDER.—Supt. Moyer: All the schools except eight closed with the end of March. They made praiseworthy advancement. Nearly all the teachers were working on the improved plan. The relation between directors, superintendent, teachers, and pupils, were cordial and confidential. Quite a number of schools were examined by the Superintendent and teachers in the presence of large numbers of patrons. Public evening school exercises were held in nearly every district.

SOMERSET.—Supt. Weller: With few exceptions the schools have all closed during this month. The weather, in the main, has been very unfavorable, and in many places the deep snow prevented attendance. The teachers' work generally has been satisfactory.

VENANGO.—Supt. Prather: I find a new school-house in the Foster sub-district, Sandy Creek township, which is among the best in the county for ungraded schools. Mr. Foster, one of the directors, added a belfry at his own expense.

WARREN.—Supt. Arird: Through the kindness of Mr. J. L. Grandin, an Industrial School is being established for the benefit of the boys of the Tidioute Union school. The building will be 50x20x10, and will be furnished with tools commonly used in wood work. No trade is supposed to be learned, but pupils will receive such instruction and drill as will impart skill to the eye and hand. Mr. Grandin, Mr. Hunter, and Mr. Cummings, also presented the school with a large lot of ground as an addition to the play-ground.

YORK.—Supt. Williams: March closed my work in visitations. During the term I made 398 visits. Of the 397 schools in the county I visited 391. Of the remaining six I failed to reach one, and found the teachers absent in five. My average time spent in a school was about fifty minutes. I am glad to report progress in our educational work. As a whole, we

had a corps of energetic, interested, and faithful teachers.

ALLENTOWN. — Supt. Landis: Our Board opened two night schools for boys, and another for girls. The present enrollment is 162. Each school has an assistant. In this way better classification can be secured than by doubling the number of schools. The cost of maintaining them is also less. Our pupils as a rule are studious and regular in attendance. It may be too early to express an opinion as to the usefulness of these schools, but thus far our impression is certainly very favorable to them.

DUNMORE.—Supt. Fowler: I have visited each of the schools under my charge at least once during the month, and those in the high school building I generally pass through daily. Our higher department has been so large during this term that I have been compelled to devote much time to teaching. Miss S. A. O'Neil, who has been connected with onr schools for a long time, has just resigned to take charge of *one* pupil. She has been principal of our high school for the last three years, and we all feel that her place cannot easily be filled.

HAZLETON.—Supt. Harman: During the year we have been holding written examinations in all grades above "B Primary" (First Reader). This work has been conveniently filed, and will be taken into consideration at the final examination. The interest taken in the "Exposition of Work" at the close of the term last year, and the good results flowing therefrom, encourage us to make a still more complete exhibition this year. *All* examination papers, "good, bad, and indifferent," together with all the copy-books and drawing-books, will be so arranged in the Town Hall, that parents and all others interested will have an opportunity to examine and compare the work of the pupils. Teachers have been working faithfuly, giving *special* attention to reading, spelling, language, and writing, without neglecting any of the other branches. The prospects for satisfactory results in the examinations are good.

JOHNSTOWN.—Supt. Johnston: Drawing has been given more attention in our schools this year than heretofore. On the 29th of March, our teachers finished a course of six lessons in White's System, under the instruction of Miss Kate J. Neumont, of Pittsburgh. The lessons were given once a month, and were free to the teachers. The plan was to divide the teachers into classes, and instruct them in the work of the drawing-book which they taught in their schools. Each of the thirty-one teachers took advantage of the instruction, and we can now see the result, though it will be still more apparent in the future. All our primary pupils, 700 in number, are furnished with drawing slates. At the close of the term a public exhibit of writing and drawing from every school in the city will be made. Twenty specimens of writing, and a like number of drawings, will be selected from each school. The exhibit will be held in a central school-house for one day and night. The pupils of the different schools will be taken to inspect the work. The design is to increase the interest of the children by permitting them to compare the work of the different schools, as well as to afford the public an opportunity to inspect this part of our school-work.

MEADVILLE.—Supt. Roth: One of the most pleasant and promising parts of our school-work is that now being done in English Literature, from the primary through to the high school. The work includes "Memory Gems," the memorizing of short complete poems and stories; children's classic series; English classic series; and the celebrations of the birthdays of leading American authors. This work is about two years old in our schools, and already shows its influence for good, moulding character, etc. It has also brought more visitors to our schools than formerly.

PHŒNIXVILLE.—Supt. Leister: During the last six weeks, Prof. Wm. B. Hall, of Lancaster, Pa., gave instruction in vocal music to large classes in our borough. Considerable interest in the subject has been awakened. During the month of March, ninety-one volumes were added to our Public School Library. Among them are complete sets of the works of Hawthorne, Thackeray, Scott, Irving, and Cooper. On the 18th inst., John B. Gough delivered a lecture in Masonic Hall, which was well attended and highly appreciated.

SHAMOKIN.—Supt. Harpel: For the last three months, our schools have been very much crowded owing to the attendance of our "breaker boys." One of our greatest needs is several ungraded schools to accommodate these boys, so that they may receive a more practical education than they do by dropping into the line of graded school-work for two or three months of the year. Miss Carr, one of our most successful primary teachers, has opened a school for physical instruction. It is well attended, and is a move in the right direction. as we too often attempt to develope the mind at the expense of the body. Physical culture is of vital importance, and should at least receive some of the attention its importance demands. We are about establishing a Public School Library. Our Board and teachers have resolved that the near future shall find in our midst a library of good and useful books, by which our boys and girls may be taught to love the pure and good in literature, and guided in their first steps in the great work of self-education.

TITUSVILLE.—Supt. Streeter: On the afternoon of March 28th, the schools of the city gave an exhibition of the best work the pupils have been able to put on paper during the year. There has been a growing interest in such work on the part of both pupil and parent, and the attendance this year was larger than ever.

YORK.—Supt. Shelley: The teachers of our borough will be favored with a course of educational lectures, by Prof. John Ogden, beginning April 14th, to continue each evening during the week. This is equivalent to a special Borough Institute for the week, The annual examinations are now going on, and evince special progress in reading.

E BLUE ALSATIAN MOUNTAINS.

STEPHEN ADAMS
CLARIBEL. C. MATE ARR.

Not too slow.

By the blue Al - sa - tian mountains Dwelt a maiden young and fair, Like the careless - flow - ing
By the blue Al - sa - tian mountains Came a stranger in the Spring, And he lin-ger'd by the
By the blue Al - sa - tian mountains Many spring-times bloom'd and pass'd, And the maiden by the

un-tains Were the rip - ples of her hair, Were the rip - ples of her hair; An-gel
un-tains Just to hear the maid-en sing, Just to hear the maid-en sing; Just to
un-tains, Saw she lost her hopes at last, She lost her hopes at last. And she

ild her eyes so win-ning, Angel bright her hap - py smile, When be - neath the fountains spin-
his-per in the moonlight, Words the sweetest she had known, Just to charm a - way the hours,
ithered like a flow - er That is wait - ing for the rain, She will never see the stranger,

ng, You could hear her song the while. A - dé, A - dé, A - dé, Such songs will pass away,
Till her heart was all his own. A - dé, A - dé, A - dé, Such dreams may pass away,
Where the fountains fall a - gain. A - dé, A - dé, A - dé, The years have passed away,

Chorus.

Tho' the blue Al-sa-tian moun-tains Seem to watch and wait alway.
But the blue Al - sa-tian moun-tains Seem to watch and wait alway.
But the blue Al - sa-tian moun-tains Seem to watch and wait alway.
} A - dé, A - dé, A - dé.
[A - day,]

Such songs will pass away, Tho' the blue Alsa-tian mountains Seem to watch and wait alway.

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THOROUGH EDUCATION A NATIONAL DEFENCE.

BY HAMILTON WALLACE.

THE thorough training of the national mind by a sound education and healthy literature is a grand defence of any nationality. The admission of this proposition in its general terms, will be so universal as to seem a truism. Yet if this admission be so universal as it may seem, it might still be necessary to press a truth whose very obviousness would lead to its neglect. A penetration of the surface of the terms will discover that this admission has with many not reached the real significance of the facts involved. The actual extent to which popular education is admitted with most persons, is too narrow to reach the real demands of the case. The honest opinions of many are, that men should be educated that they may be better able to amass riches, and with this mercenary motive all their efforts to secure an education are made. If this culture is extended beyond the simplest rudiments, it is only to what is deemed applicable to practical purposes. Any refinement beyond these effects is deemed worthless. Geology and chemistry are studied because such knowledge may aid in finding the position of coal and iron, or in determining questions concerning the application of lime, gypsum, and marl to the soil. Mechanics and astronomy are studied because by a knowledge of them ploughs and steam-engines are invented, and ships are sailed. But for science beyond these practical details of its application, the majority of people have no relish and no appreciation.

This article must not be taken as an expression of the depreciation of the practical applications of science for which our age is so eminently distinguished. It is the noble distinction of science in modern times, as compared with it in ancient, that it is thus applied to the common affairs of life. But when nothing is taught *but* these material applications of science, a degree of narrowness and foolishness is manifested equal to that of the engineer who confines his attention to the pistons, screws, and levers of his engine, in utter oblivion of the mightier, though invisible agent that is generating in the boiler, and which, unless governed and directed, will at last shiver to atoms all his cunning and polished machinery.

Steam-engines, ploughs, telegraphs, and sewing-machines are powerful agents, and in their peculiar sphere of utility are invaluable. There are, however, mightier agencies at work in human affairs than they, and which, though invisible and imponderable, are not less tremendous and terrific if neglected or perverted. These outward and visible motions of human history are but the pointing hands on the dial, or the moving piston in the cylinder, only the palpable results of deeper forces that are hidden below. Neglecting these deeper forces, and limiting our attention to the dial-plate and the piston-rod, were a folly that sooner or later must end in derangement, if not destruction of the whole. Yet this is the precise error embodied in the feelings of the

age in regard to mental culture, and in that inexorable demand upon our schools and colleges for a *practical* education (so-called), which is after all but the same old Midas demand for an Apollo gift that shall turn what it touches into gold. Should this Midas prayer be granted, it would be as of old, with the Midas penalty annexed.

The great fact overlooked in this view is, that all the movements of human history are but the outward and material developments of inward and immaterial principles. These principles may have been tremblingly launched forth like lone, feeble, rush-cradled Moses on the Nile, yet in after years, the magician's craft, the warrior's steel, and the surges of the ocean, become impotent and obedient before his wand of power. Luther, Calvin, and Knox impress those principles which have proved a mightier seed than that which Cadmus sowed, and in Swiss seed-plots of liberty, in thirty years' war, in Westphalia treaties, in English and American Revolution, in the Abolition of slavery, the glorious harvest has waved half round the world. Bacon, Newton, and Boyle patiently question the veiled Isis of material nature, and gather her remote and abstract principles, and yet these lofty and wonderful laws finally unfold themselves in the practical forms of modern science, in the miracles of steam, magnetism and caloric.

A few godless and designing wits of France determine to undermine the faith of Europe, and like vermin that burrow unobserved in some massive dyke, they succeed in sapping this decayed and neglected barrier of safety, and there rushes in the blood-red deluge of the French Revolution, whose pitiless surges swept over Europe for a quarter of a century, and whose ebbed and exhausted waters may yet be heard moaning and heaving in the Commune. Thus it is with every great movement in history. Its fontal sources may be traced back to some distant thought, some far spoken words, perhaps lofty, solitary, and cold as the peak of a mountain, and yet the earliest gushing of a current, that rolls its resistless might along comes freighted with the destiny of a nation or a world.

Here then is where the end and object of a right popular education is reached. It must be carried to such an extent as to train a people to *right habits of thinking*, and thus lead to the adoption of right principles of action. These healthful activities of the mind, like those of the body, cannot be bought by gold or given by favor, but must be worked out by all, severally for themselves. A mere passive reception of right principles is not enough. There must be that vigorous flow of right habits of thought that will naturally choose the pure and reject the impure, just as the Rhone refuses to mingle its azure waters with the turbid waves of the noisy Arve, though flowing side by side in the same channel. There must be an education to a degree that will induce, and sustain in constant vigor, those habits of reflection and principles of judgment in regard to the great facts of law, order, social and domestic life, which will prevent us from being blown about by every wind of doctrine and duped by every quack or charlatan who comes to peddle his nostrum for the healing of the world.

Hence, the fireside, the school-house, and the college are three of the vital defences of the nation; and they are incalculably more important than all its banks and chambers of commerce, armies and navies, and perhaps even more than its court-houses and capitals, since these but receive the streams that come forth from these overflowing fountains of national life.

But the educational agencies of a nation cannot be limited to its schools and colleges, or even its hearths and homes. The literature of a nation is one of its grandest educational institutes. The literature of a people, including its books, pamphlets, magazines, newspapers, speeches, spoken and written, songs, proverbs, and its plays—all this complex and powerful set of influences is in constant action, educating the mind of the nation to developments of good or of evil. The literature of a people is, at the same time, a cause and an effect of its condition. It is an index of the past and a presage of the coming future, like the foliage of a great forest, which not only gives token of existing life, but in its autumnal decay furnishes the mould from which the growth of after seasons shall draw its support. The literature of a nation is an index of its civilization. A strong national life will have a healthy and robust literature; while a weak and defective civilization will be marked by a sickly and ephemeral literary development.

This literature in turn reacts upon the national life, each time producing a more intense type of character, until a result is reached in the weal or woe of an entire people. The various stages of Grecian and Roman literature, the patriotic drivelings of the Middle Ages, the romances and lays of chiv-

alry, the energetic outspeakings of the Reformation, the vigorous era of Elizabeth, the stern and earnest words of Puritanism, the voluptuous muses of the Restoration, the icy proprieties of the first half of the eighteenth century in England, and the frenzied license of the last half in France—all these outgrowths of literature are not effects, but causes, and in some cases, causes of incalculable power in their respective epochs of history.

Hence it is of prime importance that the literature of our country be kept pure, healthful, and manly, that as an educational agency of the very highest character it may act as a much-needed defence. Let the millions of papers that annually issue from our press draw caste from Mammon on the one hand and Belial on the other, and their columns alternate between the filthy drippings, dangerous morals, and the bungling philosophy of the Communes; let the locust cloud of "Saturday Nights," Ledgers and the various forms and colors of "yellow back," extend the bane of its plague until it feeds upon the the olive plants about the domestic hearthstone; let a blind, brawling party-press be allowed unchecked to infuse its rancor and ignorance into the great throbbing heart of the nation; let the lofty breathings of thought be forsaken for the well-peppered garbage and the fiery potations of literary pimps and bottle holders, and it requires no prophet's ken to read the words of doom that glare above them who carouse a "dark age" in such a banquet. The frenzied genius of revolutionary France would stalk "with horrid strides" through our temple of liberty, Hades would hold another Saturnalia on the earth, and another mound in the cemetery of history would tell our mournful fate.

But on the other hand, let the literature of our nation be pervaded by a pure and vigorous light; the mind of the country demand a healthier aliment than sanguinary "yellow back" and flashy periodicals; the newspapers furnish something different from the usual crime and accident calendar; the tone of personal abuse and sectional misrepresentation that have driven so many of our noblest men from political life, the unscrupulous cryptography which produce a constant turbulence and strain to the utmost tension the bonds of union, give place to manly grapplings with principles, and manly courtesy to men; let the rich diamond fields of science, the mountain solitudes of great thoughts, the solemn galleries of historic lore, the pictured parterres of poetry, and all that world of mental wealth, which literature is in its largest meaning, be thrown open to the people by our many educational influences, and we have a counteraction of the hard utilitarian tendencies of the epoch which is delightful as it is powerful. The rich man would have pleasure not purchasable by his wealth; the poor man riches that would charm away his weariness, and make his humble home a palace of enchantment; and every class of society would feel the thrill of a new life in its thoughts and emotions, in all the activity of its affairs.

Thus by furnishing to the popular mind a mental culture that will enable it to look intelligently on the great principles that underlie our institutions; by furnishing it with a healthy aliment of thought that will give power and health to its beating heart; by opening up a field of richer and better enjoyments than can be furnished by the pleasures of sense; by wooing away the soul of the nation from the feverish pursuit of wealth, by unfolding to it the glorious region of the mental, we have secured, that which was sought, a National Defence in a Thorough Education.

THE INDIAN PROBLEM.*

THE WAY OUT AND ONWARD, AS CAPTAIN PRATT SEES IT.

THE solution of this Indian problem is to be secured by bringing to bear upon the Indians, more than all else, the school of experience. If we *really* desire to civilize them, we must surround them with all the appliances of civilization, just as we would teach a boy to swim, not by putting him into water ankle-deep, but by sending him into a sufficient quantity to enable him to swim. I am one who believes it is not only possible, but practicable, to envelop Indians, old and young, with such civilizing influences as will make them good Indians, even the old and hardened.

The appliances will have to be ample, and in many cases very strong. Education should reach all the youth, and be enforced when necessary; and, if an older Indian commits murder, the civilized custom of hanging or sending to the penitentiary for life should be applied with just as much certainty (a little more certainty would not hurt) as it is applied to the so-called civil-

*Extract from a speech by Capt. R. H. Pratt before the National Convention of Superintendents of Education at Washington, D. C., February 13th, 1884.

ized person who indulges in such savage practices.

To illustrate: I have seen my Indian scouts, while on the march over the great plains of the South West, chase down a lot of wild, full-grown horses, some of them advanced in years and inured to their wild, free life. They did it by dividing their number into several small companies; and, having fixed the direction in which they would chase the horses, they placed their smaller parties at intervals of several miles, and then started one to drive in the direction of the first. Those starting, pushed their own animals to the top of their speed, but the wild horses easily ran away from them. The second party of Indians, starting in as the wild horses passed, pushed hard after them towards the third party; but still the horses out-ran them. At the end of the relay, having by this time run four or five miles at the top of their speed, the wild horses began to fag, and the next squad of Indians easily overtook them, and keeping up a good speed, still further reduced their strength and power to escape, and the last party easily drove them into camp and captured them. They were immediately lassoed, thrown down and tied, so that they could neither harm themselves, nor those who worked with them; the Indians forced them to keep up their struggles by slapping them with their hands, shaking blankets before them, whooping, standing upon them, and two, three, or four sitting upon them, until the poor horses, wholly exhausted, would entirely cease to struggle, and, being completely conquered, were ready to do anything required. After this they were saddled and ridden for a time. I have seen horses so captured in the afternoon of one day, ridden by their captors on the march the next day. They were subdued, trained, and useful.

Now comes the vital point: I noticed that the Indians were wise enough to keep them subdued, and to continue their useful labors from day to day, thereafter. As we marched on, we saw other droves of wild horses. Had the scouts gotten off their captured and trained horses when we came in sight of those other wild ones, taken off their saddles and bridles, and turned them loose to join the others, would they have failed to go, and to become within a short time, in almost all respects, as they were before capture? Or, put it in another way: Suppose the scouts after having made the horses amenable to themselves, had turned them over to some weak, inefficient, and fearful persons, in whom the keen-eyed horses would not have recognized masters, do you suppose there would have been no difficulty? that the same usefulness and amenability would have continued?

As an officer of the United States, I was once in charge of a lot of wild Indians. By order of the Government they were chained, some of them hand and foot, so there could be no successful resistance: they had to go. I took them to Florida, and having them far enough away and under such surveillance as prevented any hope of escape from the adopted systems of training, I was able to keep them at work and to direct their efforts, mental and physical, into proper channels.

Under such civilizing appliances as were available, and, in a measure, immersed in the surroundings of civilized life, they took on civilization. Their irons were early removed, and as soon as possible, kindly treatment used. Their labor was made profitable to them, and such liberty extended as was practicable. They became anxious to learn the English language and to work, and the younger ones to get an education. Their success in these directions was admitted by every observer. At work they excited the jealousy of the laboring classes of the community, and petitions were circulated asking of Congress to have me stayed in my efforts to get them into these industrious habits, other laborers complaining that their rights and privileges were endangered by Indian competition!

About the time they began to feel their own power and capacity as laborers in civilized pursuits, these Indians were returned to their people. The saddle and bridle were removed, and they were turned loose among the wild horses. There was one Indian Agent, who, in the management of his herd, had such grip and control as enabled him to make good use of these returned men, and for six years past, the most of these former prisoners have been a valuable element in their tribes. It was natural that the wives and families of these men should attract them back to their homes. Had their wives and families been permitted to go with them to Florida, and the civilizing influences of labor and education borne upon them as well, and then, at the expiration of their confinement and tutelage, they had been permitted to scatter and remain among civilized people, they would have continued to forget the things that were behind, and would have pushed on towards a higher civilization.

The great trouble is, that we hold our

Indians segregated on reservations, and away from the opportunities that make other men. We educate some—a very, *very* few; and then we kill the life and hope that we have put into them, by sending them back to their segregation and reservation life. We do not stop the German, nor the Irish, nor the man of any other nation, from going where he likes in this country; but an Indian, be he ever so well educated, receives no encouragement to go anywhere, or be anything else but an Indian upon an Indian reservation, under the control of the Department. I mean this. I *feel* it.

Now, Mr. Haworth says, that the education must be mainly upon reservations; that it is not practicable to educate them *off* the reservations. My opinion is, that it is not practicable to educate them *on* the reservations, if we desire them to be anything else than Indians and tribes. All the experiences of the past, and the condition of our most advanced Indians to-day, proves this. Great and powerful as we people of the United States are, full of progress and wealth, the whole land teeming with industry and prosperity; and miserable and degraded as the Indians are, and educated as some of them are, with every argument of peace and prosperity against them, you do not find any who desire to be anything more than Indians, or members of a tribe, simply because the Government and the people in their dealings with them, have allowed them but a limited training with no outside experience in the benefits of civilized life. There is, rather, constantly before them the pauperizing school of the ration system: food without labor, which would degrade and demoralize any people.

We are met by the assertion from the high authority of the Superintendent of Indian Schools, that it is not practicable to remove to schools outside of reservations our forty thousand Indian children. Not *practicable* to do it? Carlisle has under its care four hundred and seventy-one Indian boys and girls, coming from thirty-seven different tribes. Many of them are placed out in families of Pennsylvania. They go to the public schools. During the past winter eighty-two boys and girls were so placed. They earned their own way. While out from the school they cost the Government nothing. It is a success. The Indian boys and girls have demonstrated their capacity, and are in demand.

The point to be reached in Indian educational work is the placing of all Indian youth in schools, and yet have no Indian schools. I do not believe Indian schools of any sort, either on or off reservations, will complete the work. There is not the necessary broadening experience in them. They only say to the Indians, "You are a separate people and must so remain. You may improve a little your civilization, your government and affairs generally, but you must remain as Indians."

We must break up this seclusion, and give to them the same rights we give to every other nation except the Chinese. The Indians are here; they are not in Asia, nor are they in Canada nor in Mexico. They are here in the United States; they are ours—every one of them, old and young—and I believe it possible to bring such plans to bear as will make the mass of them fairly independent, self-supporting citizens of the United States, within five years, and give to them the courage to go and come throughout the country, and to make use of our ways of life. *The Morning Star.*

FORMATION OF CHARACTER: II.

H. CALDERWOOD, SCOTLAND.

IN aiding the formation of character in the young, the first aspect of the teacher's work is that of *Repression*. This is a more difficult and trying work than the encouragement of good. But evil tendencies must be checked, in order that the nobler dispositions may have room to grow. If the check is to be wisely and successfully put on, much more is wanted than that the check itself be a strong and severe one. Fortunately, the most powerful form of restraint is a form of encouragement to the person restrained. Taking for granted that evil inclinations must be mastered, and demanding this of the children themselves, the teacher gains the strongest position when he is neither the lawgiver nor the imperious authority requiring its fulfilment, but is the friendly counsellor, suggesting the best means of gaining the victory. A suitable hint dropped in the ear, showing that the difficulty has been seen and measured, and that the teacher will be a sharer in the joy of success, will stir new resolutions, and change some part of a naturally irksome task to attractiveness. There is great need that we keep in view the painfulness of the experience involved in conflict with powerful tendencies in the nature. To appreciate the difficulty of the task any child has on hand, carries one a great way towards prov-

ing a real helper. But the painfulness of the work must in nowise give exemption from it. Such painfulness is part of the necessary experience of true development. To favor a child's escaping from the determination and suffering connected with self-denial is no kindness, but the worst form of cruelty. There is but one way for mankind to secure a clear escape from this painfulness, that is, to face the effort which occasions the pain, until by facility of effort the pain itself gradually diminishes, until the pleasure of pure and lofty motive is felt greatly to outweigh the uneasiness. Neither parent nor teacher can wisely screen children from the bitter ordeal which self-denial entails. "A spoilt child" has been spoiled by encouragement in self-indulgence, which at each turn was allowed under the name of "kindness," and which has prevented reflection where it might have arisen, and a struggle for self-mastery which might have been attempted. It is a weak and altogether pernicious type of sympathy which inclines a teacher or guardian to save a child from the pain of conflict with his own evil tendencies. .This is "blind sympathy," one of the worst illustrations out of a considerable variety which give force to the adage that "love is blind."

Wisdom is the true guide of love, for there is no more glaring practical mistake than the notion that the law of love is all we need to make our life noble. The love which shelters from the pain of self-denial is soon blind even to the faults which spring from the want of restraining power. There is therefore great need to guard against love degenerating to softness. Even tender years must not be allowed to plead for any self-indulgence. In kindness, the teacher must remember that the sooner the work of self-restraint begins the easier it proves. But when this work is bravely faced, let us give all the sympathetic aid in our power, always remembering that the work itself must be the child's own. Real sympathy helps the youth in his battle with evil within. And a heavy demand there ever must be for such sympathy, while selfishness must be crushed, anger must be restrained, and wrongs must be endured without retaliation. The task may be harder for some than for others, but in every case it must be carried through. A clear recognition of all that this requires is of greatest value to a teacher. Happy are the children placed under the care of teachers who see the moral requirements of their case, and take pleasure in individualizing. The victory is half won if a child has a strong helper in his instructor. However young the child be, he feels and appreciates the help; for here it is worth observing that children clearly discriminate between the different forms and effects of what their seniors often classify under the single name "kindness." They have a sensitiveness of nature, rather emotional than intellectual, which distinguishes between the affection which tends to feebleness, and the affection which both makes sacrifices and demands that they be made.

Children have one kind of affection for the good-natured, easy-going master, whom they would describe as a "jolly fellow," who winks at a great deal that should be checked, and yields almost anything that is clamored for. They have a different and deeper regard for the guide who looks both before and behind, and will neither himself yield, nor allow those for whom he is responsible to yield anything that concerns right conduct. It is a perilous mistake if we dissociate love from law, and yield to a tenderness which lowers the standard of personal goodness, and lessens the task of self-government. There is only one thing worse, that is, the discovery of a softness of nature which encourages children to resort to fawning and cajolery, in the hope of gaining what has been formerly denied them. Such weakness of government is positively demoralizing. It both trains and rewards cunning, a vice which is the ruin of all moral character. Instead of laying the foundations of a good character, the superior, whether parent or teacher, is undermining the foundation on which alone he can build with success. Transparent honesty is essential for sound building; and if a child is to be guided and encouraged as he ought, he must be led very early in life to yield conformity to moral laws, which are as unchangeable and unvariable as physical laws.

The repression of wrong-doing introduces us to some of the most perplexing educational problems. Upon these I am not disposed to theorize down to minute details. In no other way is it possible to govern, and at the same time help by governing, than by the exercise of practical sagacity, which grasps the whole aspect of each case, and decides upon it by reference to moral law, and a full understanding of the nature of the child concerned. There are moral offences which must call down upon them condemnation to be felt by the whole school. I do not return here to the question of suitable punishments. But it must be clear that

falsehood, cruelty, and dishonesty cannot go unpunished. The necessities of discipline, even if no higher ground were taken, demand that they be effectually checked. The sense of the wrongness of such conduct must be borne in upon the mind. It is not enough that the scholars account them as hazardous, because certain to entail punishment if detected. The shrinking from physical pain is so great, that the risk of having to endure it is apt to be the first consideration with a child. This is one of the peculiar disadvantages of corporal punishment. The risk of this is so great that it becomes matter of special importance that the moral aspect of the offence be impressed upon the mind of the offender. Mere punishment may be quickly administered, but the child may be nothing the better; he may even be the worse. What is needed is to make him reflect until he sees for himself the wrongness of the act. He must perceive that it is impossible to approve the act,—that he would have resented it exceedingly had it been done to himself,—that the utmost disaster would be the result of its frequent commission. The time taken up in this way is well spent. Thus the teacher is doing his part to lay solidly the great stones for a sure foundation.

Keeping in view the exceeding sensitiveness to impression discovered by the mind, it is well to economize influence by doing the utmost possible with the least instrumentality. It is a mistake to suppose that we are most effective when most severe. There is a fineness of sensibility over the spirit which vanishes at the first threatening of severity. Rough handling will in an instant spoil the surface on which you wish to impress an accurate transcript of moral law. An economy of material is compatible with the best results. "James!" or "Jessie!" uttered in a tone of surprise, will in many cases make a deep and lasting impression upon the mind of one seen transgressing. And in general the teacher has gained a great deal if in a few clear, calm statements, he set forth the essential evil of an act such as falsehood, and find the pupils overawed by a conciousness of the impossibility of anything but condemnation being applied to such a deed. A few weighty words, slowly and quietly uttered in the midst of general stillness, are in their practical effect worth far more than hours of the loudest storming.

Beyond such general dealing comes the great perplexity of school life. How shall we deal with those who are wilful, stubborn, and defiant? It is a question hard to answer. There are some who object entirely to corporal punishment. I am not able to agree with this view. Alternatives are hard to find, though it is most desirable to avail ourselves of all that seem to promise efficiency. Expulsion from the school I regard as an extreme measure, to be shunned up to the verge of endurance. Unless in the case of unruly pupils at an advanced age for school life (such as are not unfrequently to be found in evening schools), expulsion from the school can hardly be looked at as an available course. It is escape from a difficulty, not mastery of it. It is a practical admission of failure, which, if possible, should never be made in face of a school. Instead of increasing the moral influence of a teacher, it detracts from it. Let kindly treatment, as occasion offers, calm and sympathetic remonstrance in private, assurances of patience, and promises of help, be all accumulated around the offender. Let everything be done which tenderest sympathy can suggest rather than that the offender be banished from the school, and turned over as a pest upon the hands of some unsuspecting brother in the profession. There is a very graphic account of the conflict with a stubborn and wild youth which deserves perusal, given in the "Hoosier Schoolmaster" of Dr. Eggleston, descriptive of school life in the midst of the rude settlers in the Far West of America.

Very touching is the story, naturally recalled here, which is told by Dr. Guthrie in his own pathetic style: "A soldier, whose regiment lay in a garrison town in England, was about to be brought before his commanding officer for some offence. He was an old offender, and had been often punished. 'Here he is again,' said the officer, on his name being mentioned; 'everything—flogging, disgrace, imprisonment—has been tried with him.' Whereupon the sergeant stepped forward, and apologizing for the liberty he took, said, 'There is one thing that has never been done with him, sir.' 'What is that?' was the answer. 'Well, sir,' said the sergeant, 'he has never been forgiven.' 'Forgiven!' exclaimed the colonel, surprised at the suggestion. He reflected for a few minutes, ordered the culprit to be brought in, and asked him what he had to say to the charge? 'Nothing, sir,' was his reply; 'only I am sorry for what I have done.' Turning a kind and pitiful look on the man, who expected nothing else than that his punish-

ment would be increased with the repetition of his offence, the colonel addressed him, saying, 'Well, we have resolved to forgive you!' The soldier was struck dumb with astonishment; the tears started in his eyes, and he wept like a child. He was humbled to the dust; he thanked his officer and retired—to be the old refractory, incorrigible man? No; he was another man from that day forward. He who tells the story had him for years under his eye, and a better-conducted man never wore the Queen's colors." Such a case, even though it be regarded as one in a hundred, is worth pondering. At the same time it needs to be remarked that it is the case of one hardened by punishment, and is a case of pardon which could not have been renewed if the experiment had proved unsuccessful. But there is in tenderness of dealing a power so great that a teacher may well venture at times upon an experiment with the view of ascertaining how wide a range of application may be allowed to it.

In carrying forward the work of moral training, some attention needs to be given to the moral *risks connected with school management.* There are such risks, against which it is an important duty to have the scholars kept on guard as far as possible. The rivalries of school life carry with them temptations to jealousy. The daily competition, the marking of places, the reckonings which are to determine the prizes, all excite the children in a way that is apt to break in upon the work of self-restraint. Eagerness for honor tempts either to seize at an advantage or to cherish enmity because such an advantage has been secured by another. The stimulus of competition has undoubtedly a high value; but this fact must not blind our eyes to the accompanying evils. The influence of numbers is great, and the rivalry of open competition quickens interest in the round of school work. To dispense with such stimulus seems hardly wise. And yet it cannot be matter for surprise that many teachers have been led seriously to question whether there is a real educational gain from these rivalries. It would be difficult to decide the dispute by careful comparison of the evidence for the opposing views. One consideration seems to me conclusive. Competition is an invariable attendant on human effort. There is no sphere of life which altogether escapes its influence. In the great majority of the spheres in which life is spent, the results of rivalry are met at every turn. For this school training should prepare, as for one of the certainties of human life. To bear one's self with calmness, fairness, and generosity in the midst of the rivalries of business is of the highest consequence both for personal interests and for the harmony of social life. It is, indeed, a great service which is rendered to the community if school training prepare for this. The teacher's thoughts must often revert to the subject, if the scholars are to be guarded against the perils, and guided to the attainment of the requisite power. Ambition, that "last infirmity of noble minds," may be turned to ignoble ends, and may change strength to weakness, nobleness to meanness.

Taking now a somewhat wider survey of the requirements of our national life, a teacher's attention would need to be turned to *our prevailing national vices*, and the best means for fortifying the young against them. Early school life should do much to guard against the rudeness and coarseness which turn domestic life to bitterness, and prepare the way for outbreaks of violence. A constant stream of refining influence should flow through the minds of the pupils. Everything favorable in the reading-book, in history, or in the incidents of the schoolroom, should be utilized for this end. By all means at our command, let us seek to refine and elevate. Our aim must be to give a softened tinge to the character, like the mellow bloom on the dark rich clusters of the vine. Thus a higher life is in some measure reached by a chlld, and he wields a gentler influence, checking the asperities of life. In mixed schools, such as we have in Scotland, there is ample opportunity for training boys to cherish a respectful and generous demeanor towards girls—a lesson of high value in itself, and far-reaching in its effects.

Encouragement in right practice is real training. While harshness to a companion is shown to be wrong in itself, the whole school should be made to feel that it is additionally offensive when a boy has been the aggressor and a girl the sufferer. And this impression needs to be conveyed in such a manner, that while the boys are conscious of restraint laid upon them, the girls may not be led to suppose that a law less strict applies to them, or that they are to be sheltered from the consequences of their own actions. A skillful hand must steady the balance. An outburst of rudeness on the part of a girl should be felt additionally odious, because of its utter incongruity with the native gentleness and modesty of the sex. A true teacher will do his utmost to deliver men

from coarseness, and to preserve for women that gentleness which achieves higher results than brute force. When teaching aims at such ends as these, it takes to itself the guardianship of a lofty ideal. The effects will not appear when the inspection of the school takes place. But, what is of infinitely more consequence to us all, they will, as living results, spread throughout society in after years, and tell upon succeeding generations.

If there be any one vice against which the teachers of our country should seek to warn the young, it is *Drunkenness*. Our national reproach because of this one vice is a bitter one; our national loss and suffering appalling to a degree not realized by those who do not ponder the statistics of the subject. Our national weal depends largely on our casting off this loathsome evil. Intelligence and debauchery cannot go long together, either in personal or in national history. Drunkenness is a vice at which school training should level its heaviest blows. There are at present fearful odds against the teacher's hand here, more particularly in the midst of the poverty-stricken districts in our large cities, blighted by the baneful influence of strong drink. But if the teacher be observant as to opportunities, persistent in his plan, hearty in his utterances, and judicious in his avoidance of ridicule, he can do much in fixing unseen convictions, and may be aided, unconsciously to himself and to the poor children, by the sad experience of the misery and brutality which a drunken life occasions. A steady moral influence quietly returning, as opportunity offers, to impress upon the mind the evils of drunkenness, and the value of temperance as a root virtue, will help largely towards the training of a race strong in the self-control of a temperate life. The waste of substance which drunkenness causes,—the weakness and weariness of body,—the debasement of mind,—the desolation of homes, are such as to afford the teacher many links of association making reference easy and natural.

There is enough in the thought of these things to deliver childhood from the risk of making mirth of the drunkard. There is enough to favor one who desires to awaken loathing in a young mind. But in all allusions to this subject there is need for great delicacy of feeling and tact. The teacher needs to remember into how many homes in our land the horrid vampire has entered, and how many young hearts are smarting under the wounds it has inflicted. Well may the teacher speak often about drunkenness, but in all that is said we must deal tenderly with the sacred feelings of childhood, and make our teaching strengthen filial interest and devotion, where there is so much to strike at the roots of both, to the terrible aggravation of the evil.

The other and more pleasing aspect of the teacher's work in aiming at the formation of character is the *encouragement of all good dispositions*. The nourishment of the good is the surest way of repressing the evil. Thus, the growth of generosity is the decay of meanness; so it is all round. The life of the virtues is the death of the vices. Where there is sensitiveness as to the feelings of others, there is shrinking from rudeness. Generosity quickens the sense of shame at the risk of a selfish feeling. The love of truth will summon courage to its aid, rather than screen itself from suffering behind the mean shelter which a falsehood might afford, In this way it is apparent that a teacher can do much to prevent the outbreaks of evil by the judicious and hearty encouragement he gives to all examples of well-doing.

Here, then, our question is,—How can the teacher most effectively contribute towards the development of the noble qualities of moral character? The first and most constant form of help is that afforded by the spirit in which school discipline is maintained. If that illustrate throughout the play of good disposition, the children are unconsciously won to admiration and imitation of the same. It is not despotic government which is favorable to the growth of virtue, but the goverment of reason and sympathy—in other words, a government founded on moral excellence. If the children have any occasion to complain of injustice, some injury is done to their moral training. Let the atmosphere of justice and kindliness pervade the school-room, and the scholars will grow up in robustness of moral life.

In speaking, however, of this pervading influence, it is not implied that a teacher may uniformly succeed in reaching his own ideal. This is not the condition upon which sound moral training can be maintained. Personal perfection is not by any means needful in order to success in training others. But those who are under a teacher's care must be satisfied that he has a noble ideal which he sincerely admires, and which he honestly strives to reach. Their confidence in this must not be shaken by his failures; it must even be strengthened by means of

these. The suggestion may seem incongruous, but if it be reflected upon it will appear that we often judge even more confidently of a person's character by the manner in which he acts when conscious of having done wrong, than we do in observing the more ordinary examples of well-doing. This is peculiarly true as to the judgment which children form of their instructor. If he do a wrong, and be found denying it, or be seen restoring to shifts to conceal it, nothing is more quickly made the subject of remark. But if one who is constantly laying down the law, and reflecting upon them for failures, do himself acknowledge that he has fallen into mistake, or has done what he openly regrets, the children have great confidence in the sincerity of his counsels, because they believe in the reality of his own effort to do what he requires others to do. If an unintentional injustice has been done, let the error be freely, and if needful publicly, acknowledged, and let the error be rectified as far as possible. None of us professes to be perfect; it would be purest affectation to conduct a class on the assumption that we are. It does not lower the dignity of a teacher to own a fault on a fitting occasion. But the acknowledgment must be a proof of strong and moral purpose,—not a painful admission of weakness and bewilderment. It must give evidence of the power of self-command,—not of the want of it.

Next in importance is the power of direct encouragement. If the teacher gain the affections of his scholars, and give regular evidence of his wish to stimulate them in well-doing, his influence over them will be great. They have a desire to stand well with their teacher, and if this desire be utilized it becomes easy to contribute daily towards the formation of a good character. In order to preserve this influence, however, it is needful to remember that praise as well as blame must be used sparingly. The child must know and feel that he has gained approval, but only at rare times should he hear himself praised before others. So delicate a process is that by which character is developed, that there is danger from frequent commendation, just as there is on the other side from frequent fault-finding.

The dangers here are two—that of encouraging pride while encouraging well-doing, and that of tempting a child to suppose that there is something peculiarly meritorious in simply doing his duty. The former is the more conspicuous, and is certain to attract attention if it arise, and thereby suggest the need for counter-actives. But the latter is one not so easily observed, and which goes much more quickly in the direction of undermining the character. The child must be made to recognize that, if he has done well, he has only done what is naturally required of him, and what he must be required to do a hundred times a day with as much ease and fixedness of purpose as appear in his use of speech. In view of the danger thus indicated, it is desirable that a child more commonly *feel* that he has gained approval rather than *hear* the expression of it. It is with encouragement, as with so much besides,—it is most easily conveyed through the eye, and by this vehicle of communication there is least risk of error or injurious effects. A look is, indeed, fleeting and cannot be long sustained; but there is an advantage in this for the purpose here contemplated. On the other hand, however fleeting, a look of encouragement is long remembered by a child. It is greatly more appreciated, and much better remembered than a geography lesson. In the case of those who are apt to be crushed with the sense of frequent failure, and are in danger of having feeling embittered, some words of encouragement will be greatly more influential than heavy punishment. Only, the occasion for commendation must come naturally. It must first be felt to have been deserved, else it blunts the finer feelings and hurts the character. Genuineness is essential everywhere. Merited commendation should however be readily given. "Honor to whom honor is due." To a child who finds it hard to do what is right, a single statement made privately that his efforts in this direction are observed and appreciated, will spread out its influence over whole days. In all this we need to beware of allowing ourselves to be hampered by the fear of promoting the growth of pride.

Observation and sagacity are required as to times and ways of expressing approval. We must guard ourselves against favoring a proud disposition; but we must no less anxiously guard against the peril of fostering a mock humility. Certain things are to be blamed, let them be blamed undeviatingly: other things are to be praised, let us give them their due no less freely. If only mutual understanding be established between teacher and pupil, a most powerful impulse in the direction of moral improvement can be communicated from day to day. In the learning of lessons, in conflict with evil pas-

sions, and in all forms of well-doing, there is an immense difference between one discouraged and one who is warned and cheered by a friendly counsellor. The task for the scholar is in any case the same. But when encouraged he works with more ardor and expectation of success. He feels all about him the moral support of one older and more experienced, who is personally concerned in a result to be reached by slow stages, and which is so important as to color the whole life.

The opening *religious exercises* of each day, if properly conducted, must greatly aid the work of training. The ratepayers of the country have declared unmistakably for religious teaching as the true support of moral training. Teachers who include moral training in their ideal of professional duty will be thankful for the decision. The "Conscience Clause" frees a teacher from irksome apprehensions as to interference with the religious convictions of those who have intrusted him with the delicate task of training their children. The teacher is assured that in these opening religious exercises he is starting the work of the day as the great bulk of the people wish him to do, while complete protection has been provided for exceptional cases. As a moral trainer, the teacher is immensely aided by opportunity for touching the deeper feelings of human nature. To lift the whole range of duties into the light of God's eye, and to associate childhood's efforts with the wealth of divine sympathy and help, is at once to raise life higher, and make effort easier and more gladsome. To link the moral sentiments with the religious feelings is to bring the strong forces of the human mind into play for support of arduous effort.

I do not touch the underlying problems of religious conviction with which every thinker must concern himself. The teacher is as likely as any—more likely than most—to feel the interest of such problems. But, as a teacher, his work is practical, not speculative. He seeks a full culture for the children, within the limits which their slender capacities prescribe. The religious exercises with which the school is opened favor him greatly in his plan. Nothing can more contribute to thoughtful self-control than simplicity of devotional service, and familiarity with the touching scenes in the life of our Saviour. But here, as everywhere, reality is the test of efficiency. Formality in devotion and carelessness in reading Scripture destroy the value of the opening exercises, and turn them into a source of danger. The prayers and Scripture lessons do not carry their own meaning to the pupils. The manner, tone, and style of utterance adopted by the teacher constitute the vehicle of thought and feeling to the young mind. The familiar petitions of "the Lord's Prayer," for example, must become the living desires of the teacher, and find true emotional utterance, if the prayer is to become more than a decent form.

Bible reading by the teachers should be an example of good reading—that is, reading which conveys the apprehended thought to the listening ear. The affecting scenes in the life and death of our Lord Jesus Christ must have their pathos actually expressed if they are to exercise any moulding influence over the disposition and conduct of the pupils.

DEAD LANGUAGES.

BY D. W. THOMPSON.

A DEAD language; what a sad and solemn expression! Trite enough, I own; but to a reflective mind, none the less sad and solemn; for in the death of which it speaks are involved deaths untold, innumerable.

I can understand what is meant by "a Dead Sea;" and should suppose it to be a sheet of water cut off from all intercourse with the main ocean; never rising with its flow; never sinking with its ebb; never skimmed by the sail of commerce; never flapped by wing of wandering bird; undisturbed by the bustle of the restless world; but slumbering in a desolate wilderness, far from the track of caravan, or railway, or steamship, in a stagnant, and tide-forgotten, and unheeded repose.

The chance-directed efforts of an enterprising traveller exhumed, but recently, the sculptured monuments of a dead civilization. We then learned that Nineveh and Babylon were not only the homes of conquering kings, but the seats of tranquil learning and treasured science, before ever a fleet had sailed from Aulis, or the eagles had promised empire to the watcher on the green Palatine.

The language of priestly and kingly Etruria is revealed to us only by dim marks upon vase or tablet, or by melancholy inscriptions on sepulchral stones. That is, indeed, a language unquestionably dead.

But can such a term be applied to that Hellenic speech that in the Iliad has rolled,

like the great Father of Waters, its course unhindered down three thousand years; that in Pindar still soars heavenwards, staring at the sun; that rises and falls in Plato with the long, sequacious music of an Æolian lute; that moves, stately and black-stoled, in Æschylus; that reverberates with laughter half-Olympian in Aristophanes; that pierces with a trumpet-sound in Demosthenes; that smells of crocuses in Theocritus; that chirrups, like a balm-cricket, in Anacreon? If it be dead, then what language is alive?

Or again, is that old Italian speech dead and gone, that murmurs in Lucretius a ceaseless, solemn monotone of sea-shell sound; that in Virgil flows, like the Eridanus, calmly but majestically through rich lowlands, fringed with tall poplars and rimmed with grassy banks; that quivers to wild strings of passion in Catullus; that wimples like a beck in Ovid; that coos in Tibullus like the turtle; that sparkles in Horace like a well-cut diamond?

No: Heaven forbid it? No! Pile upon these twin daughters of Omphæan Zeus mountains of grammars and grammatical exercises and Latin readers and Greek delectuses and graduses and dictionaries and lexicons, until Ossa is dwarfed and Pelion is a wart. Let dull, colossal pedantry —unconscious handmaid of the Abstract Bagman—with her tuns of lumbal lead press heavily on the prostrate forms. For a while they may lie, breathless and exhausted; but when that is grown again wherein their great strength lay, then will they make a mighty effort, and fling high in air the accumulated scoria of ages: like a hailstorm in the surrounding sea will fall the fragments of a million gerund-stones; and the divine Twain will clothe themselves anew in their old strength and beauty, and sit down by the side of Zeus Omphæus, exulting in glory.

No, no! The music of Homer will die with the choral chants of the Messiah, and the strains of Pindar with the symphonies of Beethoven; *una dies dabit exitio* Aristophanes and Cervantes and Moliére; the Mantuan will go hand in hand to oblivion with the Florentine, *divinus Magister cum Discipulo diviniore;* the Metamorphoses of Ovid will decay with the fantastic tale of Ariosto and the music of Don Giovanni; Horace will fade out of ken, linked arm in arm with that sweet fellow-epicure, Montaigne; Antigone will be forgotten maybe a short century before Cordelia; and Plato and Aristotle will be entombed beneath the mausoleum that covers for ever the thoughts of Bacon, Kepler, Newton, and Laplace.

Moreover, before the last echoes of Greece and Rome shall have died away, a Slavonian horde will throng the Morea and the Cyclades: and in some crumbling cathedral, Catholicism will have chanted, for the last time, its own *Nunc dimittis*, in the grand imperial language of the City of the Seven Hills.

When all this shall have come about, then may it be said with truth: "Rome is dead; and Athens is no more! the words of whose wise ones went out into all lands, and the songs of whose singing-men to the ends of the world: their pomp and their glory have gone down with them into the pit."

But, gentle reader, long, long before this desolation shall have come about, you and I will be lying in a very sorry plight, with a strange and not beautiful expression on our human countenances: our quips, our cranks, our oddities all gone: quite chapfallen. Yes, friend, a very long while, indeed, before all this shall have come about.

Day Dreams of a Schoolmaster.

FATHER PERKINS' HERBARIUM.

"I SAW Father Perkins go by this morning; he has made a long trip this time," said Mr. Keene, as he pushed back his chair from the dinner table.

"O, mother, may I go over and see him this afternoon?" and the sightless eyes of little Davie were turned pleadingly toward his mother, unconscious of the pain which the words in which his request was framed gave her.

"Yes," she answered, "and you shall take him a basket of the cakes I fried this morning."

The basket was soon filled, and Davie started off in fine spirits. No one would have thought him blind if they had not seen his eyes, for his foot never stumbled in the way. The country for miles around was as familiar to him as his father's garden; he had learned it by heart in his constant rambles before the terrible blackness had shut it all away from him, two years before the time of which we write. Many of these rambles he had taken in company with Father Perkins, as he was affectionately called, who was one of the earliest of the noble band of devoted ministers who had left positions of honor and advancement in the East for a life of trial and discomfort in the West.

In one only earthly pleasure did he indulge. His love of botany amounted to a passion, and in his lonely rides he had collected and preserved specimens of nearly all the native plants in several states. This collection of plants was the only valuable thing his cabin contained. And, as Davie and we have now reached the cabin, we will go on with our story.

"I am very glad to see you, Davie. How is

the good mother and the other children? So she has sent me some doughnuts, has she? I thank her very much, for I have not had time to do any cooking since I came home. I have brought home some new flowers with me that I want to show you after I finish sewing this patch on my sleeve. The poor old coat and its owner are growing old together," and the old man paused with a slight sigh.

"Father Perkins, why don't you buy some new clothes?" Davie timidly asked.

"O, my boy, I can't afford to spend money for clothes when I see so many poor and sick people who need it, and the little I have goes such a short way."

"Don't all the money in the world belong to God?"

"Yes, my lad, the silver and the gold are His, and He giveth it to whomsoever He will, to use in making the world happier and better."

"Well, please, won't you ask Him to give my father a great lot of it, as much as a hundred dollars? O, please do!"

"Why, Davie, what would your father do with all that money?"

"He would make me see."

And when the old man answered sadly that he feared that could never be done, the child eagerly explained how a man had stayed over night at their house a few weeks before, who said that in the city of Philadelphia there lived a famous doctor who had cured a great many blind people.

"And he believed he could cure me," said Davie, "but it is so far, and the doctor's bill would be so large, that father and mother said he might as well have told them to go to London or Paris. Just think, father says it would take a hundred dollars!—But won't you please ask God to give it to him some way?"

"Indeed I will," said the old man, who knew well that God could provide the necessary means for the costly experiment.

"We will ask Him now," and kneeling down with Davie, he told the Lord, with childlike simplicity, why they wanted the money, and asked Him to send it.

"Do you think it will be there when I get home?" Davie asked.

"I don't know; God answers us in many ways, but He always answers. But now, Davie, it is getting late, and after you have looked at the flowers, you will have to start for home, or the good mother will wonder what has become of her pet lamb."

It was a touching sight to see the blind child tenderly touching with his sensitive finger-tips the pressed blossoms, while the old man, with the enthusiasm of a boy, explained to him their botanical names and structure, color and habits of growth.

"There, my boy," he said, as he closed the book, "that makes the nine hundred and ninetieth; I hope I shall finish the thousand this summer. Ah, many are the years that have gone since I gathered the first one."

"You think more of your herbarium than of anything else in the world, don't you?" Davie said.

"Why, yes, it is the only treasure I have in this world," he answered, looking around at the rude furnishing of the cabin.

Davie went home to dream that a raven flew into the window with a little bag in its bill full of gold dollars, and he was not surprised when, a few days later, his father brought a letter from the office containing nothing but a check for $100. Though Davie took it as a matter of course, his parents did not, and they tried in every possible way to find out who sent it, but without success.

* * * * *

"Speaking of herbariums, I have a very fine one of nearly a thousand specimens I should like to show you," said Professor Cummings to his guest, a young professor from a neighboring college, who, as he opened the book, read, on the first leaf, the name—Joseph Perkins.

With a wondering look, he turned to Professor Cummings, and asked:

"Where did you get this?"

"I bought it," was the reply.

"From whom?"

"The collector himself. I got it a good many years ago. An odd old chap he was, I remember."

"I knew him well, and I wish you would tell me all about it, for I cannot think what could have induced him to part with it. I know that he valued it above every earthly possession."

"Well, about fifteen—no, it was seventeen—years ago this spring, I took a trip through Ohio and Western Pennsylvania. One night I stopped with this Mr. Perkins, a minister, I believe he was. Our conversation turned on the wild flowers of the region, and he showed me this herbarium. I had just lost a fine one of my own by fire, and I offered him a hundred dollars for this. He at once accepted my offer: though it seemed to give him so much pain that in the morning, before I started, I proposed to take back the money and leave him the book, but he would not consent, saying that it was the answer to a prayer, and so—but what's the matter, are you sick?"

"Do you know who I am?" was the only reply his young companion made.

"Why, yes; you are Professor Keene, who occupies the scientific chair in T—— College, author of a standard text-book on botany and——"

"That will do; now listen. Seventeen years ago this spring I was a poor blind boy, and had just heard that there was hope that I might recover my sight if I could reach a skillful oculist in Philadelphia. Almost insurmountable difficulties lay in the way of my doing so, principally want of funds. I confided my trouble to our old minister, who prayed with me that the necessary one hundred dollars might be provided. After a few days my father received the money through the post-office. I have never been able to find the slightest clew to the human instrument God used in answering our prayers, until your story this evening has convinced me that to the sacrifice of dear old Father Perkins's only treasure I owe the greatest blessing of my life."

"Well, that is truly an interesting history. How little I ever dreamed that I was connected in any way with your success in life. But what became of Mr. Perkins?"

"I never saw him again, for during my absence at Philadelphia he went to visit a sister in Virginia, where he sickened and died. I have often wondered what became of this herbarium. Noble old man! how much I owe to him—not only sight, but it was from him that I caught the enthusiasm for botanical studies to which I attribute whatever success I have obtained."

* * * * *

If you visit the cemetery in Virginia where the Rev. Joseph Perkins sleeps, you will be attracted to a solitary grave, covered with choice flowers and marked by a neat stone bearing his name and the single line, "There fairer flowers than Eden's bloom;" and the loquacious old negro in charge of the grounds will talk as long as you will listen of the fine young gentleman who erected the stone and pays him for keeping the grave covered with flowers.

Advocate and Guardian.

SUGGESTIONS ON COMPOSITION.

BY A. N. RAUB.

SEE that your pupils have thoughts to express before they attempt to express them. The first essential is that the child has something to say on the subject selected before he attempts to write.

2. Have your pupils express their thoughts in correct language, and always in such words as they understand.

3. Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong, but language needs to be beautiful as well as strong. A judicious intermingling of words of various lengths is the most harmonious arrangement as well as the most expressive.

4. Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

5. Encourage them to refer to the dictionary whenever in doubt as to the correct meaning or the proper application of the word.

6. Encourage them to read the best and most classic authors, to discover, if possible, the essentials which make their style pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

7. Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant writers in one's own language. We naturally imitate the style of those writings with which we are most familiar, and their methods of expression to some extent model ours.

8. Give occasional exercises in transposing poetry to prose. This will require the learner to remodel many of the sentences and express them in a different form.

9. Exercises in paraphrasing are excellent. Let the pupil take some popular proverb and write an explanation of it.

10. See that the pupils do not attempt to select subjects beyond their comprehension. Encourage them to be original by having them write only on such themes as they understand, in having them express themselves naturally, and by giving them proper praise for even their humblest efforts.

11. Encourage your pupils to correct and rewrite what they have written, and prune, until they express themselves in the best possible manner.

12. Lead your pupils to see that composition is only telling or writing what they know or think on any subject.

13. Make your composition exercises interesting by having variety. The teacher is often able to create interest by giving a five-minute exercise; that is, allowing the pupils five minutes to express themselves on a given subject.

14. Let your criticism be generous. Harsh criticism, particularly in the composition class, tends greatly to discourage the child and disgust him with the exercise.

15. See that the compositions of your pupils are expressions of thought, and not a mere string of meaningless sentences connected by a series of conjunctions.

16. See that their sentences are not ambiguous, and that they do not violate the rules of grammar and rhetoric.

17. Let the writing be exact. Where the wrong word is used, call their attention to it, and in this way aid them in discriminating accurately the nicer shades of meaning in words.

18. Teach accurately the meaning of the various classes of sentences, and show the pupils the use of paragraphs and how they should begin.

19. Have your pupils write abstracts of stories they have read, also imaginary stories.

20. Give them practice in writing news events for the press, whether they be forwarded to an editor or not.

21. Have them write short scientific articles; this will both give them a review

and train them to think and compose with special accuracy.

22. Let them write descriptions of imaginary voyages, in which they can employ their knowledge of geography and history.

23. When the pupils in a class are not all required to write on the same theme, place a number of suitable subjects on the blackboard, and let them select from these.

24. Train them to outline or analyze the topic which they select before they begin to write on it.

25. Encourage them to think over each point in the outline carefully before they attempt to write. This will do more than anything else to lead them to think for themselves.

26. In the preparation of the more extended essays, pupils should be trained to observe closely and reflect intently before giving their thoughts expression.

27. In the collection of material, pupils should read also the thoughts of others; these will arouse new thoughts in their own minds, and make their writings all the more valuable.

28. The student preparing to write should be encouraged to carry a note book, in which he should jot down such thoughts with reference to his subject as may occur to him from time to time.

29. When once the analysis of the topic has been made, the student should select only those parts which seem most important, and dwell on these, but without repetition of either thought or language.

30. Let the teacher by all means cultivate among his pupils a taste for good reading and pure literature. Let him give such culture to his pupils as will create in them a desire to read for themselves what is beautiful and interesting in the writings of others, and, having once secured this result, he need have little fear as to their success, not only in the department of language, but in every other department as well.

31. Remember that the daily exercise in written expression of thought is much more valuable than the formal semi-monthly compositions prepared for an occasion.

32. In the correction of compositions it is usually better simply to indicate the error than correct it; by this plan the pupil will be enabled to correct most of his own errors, and when not able to do so, it will be time for the teacher to suggest the proper correction.

Some teachers prefer to indicate the sort of correction to be made, whether in spelling, capital letters, or otherwise, but in general it will be found best simply to indicate that an error has been made, and let the pupil discover it for himself.

Some of the errors may be written on the board for the class to criticise and correct. When such a plan is pursued, the teacher should never be so inconsiderate as to permit any pupil to know from whose compositions the errors have been gleaned. In general, those errors which are likely to be made by all or most of the members of the class should be placed on the board.

THE PRESSURE OF GENTLENESS.

BY D'ARCY W. THOMPSON.

A CLOSE relation of my own was for twelve years an officer in almost the severest of all continental services. In that chivalric army is conserved a traditional discipline, whose details would appal a democrat, and the exactions of which could only be endured by an obedient and military race. He tells me that, in his long experience, he met with only one captain, who in dealing with his company avowedly ignored all means of physical coercion. On this captain's breast were the Orders of two kingdoms and two empires: after one well-fought day he had been voted by acclamation as a candidate for the Order of the Iron Crown, which he would have obtained, had he added his own signature to those of all his brother officers; and yet so soft-hearted was this *chevalier sans peur* that any slattern beggar-woman could draw from him an ill-spared florin. In a village, where a portion of the regiment were once quartered, the good cure, at the close of a sermon on Christian character, told his flock that, if they wished to see Christianity in action, they might see it in a captain of grenadiers, who clothed their poorest children with his pocket-money, and whose closest companion was ignorant of his good deeds. This captain's company was noted as being the best-dressed and the best conducted in the regiment. There were at Solferino (and there are, alas! such cases in all engagements) cases of gallant but stern officers that fell from a traitorous bullet from behind. There was not one man in the company of this captain that would not have taken in his stead a bullet aimed at him from the front.

A year and a half ago I met in Yorkshire an invalid young sailor. From his smooth face, short stature, and attenuated form, I

should have taken him for a senior midshipman. To my complete astonishment I found he was commander of a Pacific liner, with a numerous crew under his orders, and in receipt of a splendid income. He had been third in command, when the two seniors had taken fever, and his gallantry under trying circumstances of all kinds had procured his unusually early promotion. I discussed with him the theory of discipline. He considered physical chastisement as brutal; swearing as un-Christian; and hectoring as unmanly. "The man who cannot control himself is not fit to command a crew," he said tritely and truly. I looked in wonder at this shrimp of a man, that was speaking with such calm confidence. "I never," he continued, "raise my voice above its usual tone to enforce an order." He was worn to skin and bone by a chest disorder of long continuance, which he considered would close his life at no distant date. I could have pushed him over with a rude jostle of my elbow. But there was a something in his face that told you unmistakably he was not the man with whom to take a liberty. He gave me a remarkable anecdote of himself. His ship was alongside of an American liner in the Liverpool docks. The Yankee captain was dining with him, and the conversation fell upon the means of maintaining order in a crew. The Yankee scouted all means but the stick. He and his mates used on principle the most brutal means of coercion. During their argument, the steward came to announce that the English crew were fighting the Yankees on the neighboring vessel. The captains went on deck, and the Englishman, slinging himself by a rope, alighted in the midst of an uproarious crowd. "Well, my men," said he, "so you are making beasts of yourselves, and disgracing your captain." And the big fellows slunk off without a word to their own vessel, and one or two of the ringleaders were set for an hour or two to swab the decks. But of the quarrelling tars there was not a man but could have lifted his wee captain, and dropped him overboard without an effort. I trust to God he may yet be living, and may long be spared, as a specimen of a quiet, resolute, English Christian skipper.

My chiefest friend at school was a man of widest mental culture, of even temper, and of sound judgment. Among his friends and my own at Trinity I knew a few men of similarly high stamp. I remember one man in particular, in whom the scholar and the Christian so curiously blended, that it would be difficult to say where his Latin ended and his religion began. He was a spiritual and mental Merman. But if I were called upon to name the Aristides of my life-acquaintance, I should name a man whom I never knew until I had crossed the Tweed. I believe it would be as hard to warp a Carlyle into sentimental or religious cant, and a prophet Cumming into common-sense and modesty, as to twist the nature of my friend into petty words or illiberal action.

He was once the superintendent of a public educational institution. He had been present one day in the drill-ground, where an honest sergeant with a good deal of superfluous bluster was putting a little regiment through its facings. When the boys were dismissed, the sergeant approached his superior, and said: "Excuse the liberty, sir, but really, when you are more used to boys, you'll find that you must put more pepper into what you do and say." "Well," said my friend, "every man has his own way: for my own part, I don't believe in pepper."

A few weeks afterwards, the Principal was in his library, when the sergeant was ushered in. "I've come, sir," said the latter, "to ask a favor. Those boys are a little troublesome at times. If you'd be kind enough just to stand at your drawing-room window for a few minutes when drill was going on, it would do a deal of good; if you'd only stand for a few minutes, reading a newspaper." Ah! worthy sergeant; your pepper won't do after all. No, friend, keep it for your vegetables, and use it then in moderation.

I hold that men may be called of God to more offices than the holy one of the Christian ministry. There was an under-officer at my old school, who to me seemed always to partake largely of some of the finest attributes of the gentleman. He had failed through continued ill-health in business as a bookseller, and was a well-read man. He was uniformly civil and respectful to us, senior scholars; but, while we could tip and bribe others, we could never venture on the liberty of an unadorned surname with him. This man was called to the humble office of maintaining order in the school-yard. So there are men called to command men on the field of battle, and boys in the schoolroom. I have met with a schoolmaster in Scotland, who could govern a crowd of boys in one room, though they might be divided into scattered groups, and engaged in varied work; and his only implements of discipline were a word or two of good-natured banter

or kindly encouragement, and occasionally a calm and stern rebuke. I have been much struck by the expression of his opinion, that physical coercion cannot be dispensed with altogether. In defiance, however, of a kindness, a sagacity, and a judgment that I respect, I do most firmly believe that the necessity for physical chastisement rests mainly upon two blemishes in our ordinary school system: the mechanical nature of our routine of work; and the crowding of our class-rooms. In the latter respect we are more at fault than our English brethren; in the former we are far less sinning. In the teaching of our elementary classes we employ far more spirit, and far less wood; and I wish I could add, *no leather*. There is less of a gulf between pupil and master. The severest means of physical chastisement at the disposal of the latter is almost innocuous. But mild as our implement may be from the point of view of physical pain inflicted, its employment is of necessity associated with some degree of odium, and a more formidable amount of ridicule. I am convinced that many children imagine that we, schoolmasters, were as naturally born with tawse, as foxes with tails. Did you ever see children in a nursery play at school? The rule seems to be for the elder brother to play our part; and that part is limited to the fun or business of flogging all his little sisters.

We have gone a great way already in Scotland in the way of civilized teaching, in forbearing to use an instrument of acute pain and an instrument of indecent brutality. Let us make a farther advance, and if we can invent some intellectual and moral substitute for our ridiculous scourges, let us send the latter in bundles to the public schools of England, to be there adopted when their system is sufficiently ripened by a few extra centuries of Christianity. Let us clothe their scholastic nakedness with the last rags of our barbarism. Our boys will be none the less manly and respectful. Flogging can never instil courage into a child, but has helped to transform many an one into a sneak. And sneakishness is a vice more hard to eradicate than obduracy. So far from curing an ill-conditioned boy of rude and vulgar ways, it is calculated rather to render inveterate in him a distaste for study, and a stolid hatred of our craft.

Let us be less careful of the mere number of our classes, and more careful of their intellectual culture. Let us care more for what we think of ourselves, than what the public think of us. The respect of others follows close upon self-respect. Let us not care to be called of men, *Rabbi*, *Rabbi*. Let us be content with classes of limited numbers, every member of which can keep pace with a properly-advancing curriculum. Let us aim at a broad and invigorating culture, not a narrow and pedantic one; let us ignore examinations of college or civil service, and aim only at the great and searching examination of actual life. Let our aims be high and generous, irrespective of the exactions of unreasoning parents and well-meaning but unqualified intermeddlers; let our means of coercion be dignified, in spite of the trials to which our tempers may be exposed. Let us endeavor to make our pupils love their work without fearing us. They may live—God knows—to love *us*. Whether they ever love us or not, perhaps matters but little, if we do our work single-heartedly. The *mens conscia recti* is of itself no mean reward. I am, perhaps, an enthusiast; but I have an idea, that, ere a generation is passed away, the last sound of the last tawse will be heard in the leading grammar-schools of Scotland. Her scholars will be none the worse taught, and her schoolmasters none the less respected, when instruction has been made less rugged in her aspect, and discipline is maintained by the more than hydraulic pressure of a persistent and continuous gentleness.

And, O brother schoolmaster, remember evermore the exceeding dignity of our calling. It is not the holiest of all callings; but it runs near and parallel to the holiest. The lawyer's wits are sharpened, and his moral sense not seldom blunted, by a life-long familiarity with ignorance, chicanery and crime. The physician, in the exercise of a more beneficent craft, is saddened continually by the spectacle of human weakness and human pain. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous. We are dressers in a moral and mental vineyard. We are under-shepherds of the Lord's little ones; and our business is to lead them into green pastures, by the sides of refreshing streams. Let us into our linguistic lessons introduce cunningly and imperceptibly all kinds of amusing stories; stories of the real kings of earth, that have reigned in secret, crownless and unsceptred; leaving the vain show of power to gilded toy-kings and make-believe statesman; of the angels that have walked the earth in the guise of holy men and holier women; of the seraph-singers, whose music will be echoing for ever; of the

Cherubim of power, that with the mighty wind of conviction and enthusiasm have winnowed the air of pestilence and superstition.

Yes, friend, throw a higher poetry than all this into your linguistic work; the poetry of pure and holy motive. Then, in the coming days, when you are fast asleep under the green grass, they will not speak lightly of you over their nuts and raisins, mimicking your accent, and retailing dull, insipid boy-pleasantries. Enlightened by the experience of fatherhood, they will see with a clear remembrance your firmness in dealing with their moral faults, your patience in dealing with their intellectual weakness. And, calling to mind the old schoolroom, they will think: "Ah! it was good for us to be there. For, unknown to us, were made therein three tabernacles, one for us, and one for our schoolmaster, and one for Him that is the Friend of all children, and the Master of all schoolmasters."

Ah! believe me, brother mine, where two or three children are met together, unless He, who is the Spirit of gentleness, be in the midst of them, then our Latin is but sounding brass, and our Greek a tinkling cymbal.

ABSTEMIOUS MEN.

THE most successful thinkers are usually frugal in their habits of eating and drinking; yet this is not always true, as in the case of Dickens and Bayard Taylor; but these men died long before their time. Careful living would, without doubt, have enabled them to extend their lives many years, and to give much riper productions to the world.

Sir Isaac Newton was a close student, and lived to be more than fourscore years of age. He used to say that he could not think clearly until more than five hours had elapsed after a meal. The most eminent men of our time are very careful livers. A. T. Stewart, the merchant prince of America, lived frugally; and Jay Gould, the richest man on the continent to-day, is said to be the most abstemious. Commodore Vanderbilt was exemplary in this respect, as were Horace Greeley, Abraham Lincoln, Salmon P. Chase, Edward Everett and John C. Calhoun.

It is said that when Henry Ward Beecher expects to make an unusual effort in public, he postpones a meal, if it comes near the hour of his lecture, and waits until he is rested afterward before he eats anything; and he has every prospect of being a hale old man. We might mention Ralph Waldo Emerson and Bronson Alcott, whose wisdom takes in the very important concern of caring for the needs of the body in the very best sense.

People cannot eat their loaf and keep it at the same time. They cannot squander their vital force in high living and continue to give their best effort to the world. A man ought to be able to write his best after he is seventy, for then he has had experience enough to show him how to begin to live. When we think of such men as Humboldt, Longfellow and Whittier, doing their best work in the evening of their lives, we feel conscious of a lack in the abridged existence of Dickens, Poe and Byron. We feel satisfied when men die of old age; but mourning memory lingers long at the grave of genius cut down by dissipation before its time. *Health.*

HOW TO TEACH LITERATURE.

BY ESTHER J. TRIMBLE.

THE study of literature is the study of the works of authors, and not the study of criticisms of their works. For the pupil to repeat the judgment of others, without any knowledge for himself, is worse than useless. He needs to read from the author, to think, judge, appreciate, and enjoy for himself.

First the taste—the love for literature—must be acquired before any appreciative criticism can be given. Let the pupil read poetry aloud, or have it read to him, until the harmony of the numbers, or the beauty of the sentiment, fills his soul. This will be more cultivating to him than pages of criticisms which he may learn.

A child, if he is taught to observe, soon detects the truthfulness or fallacy in any work of art, and will bring his knowledge of nature to the judgment of any word-picture he may have set before him. Let him take, for instance, any of Whittier's or Bryant's descriptions of natural scenery, or one of Trowbridge's delineations of boy life, and compare them with the actual thing. If he is not skilled to appreciate all the beauty, he will be very sure to detect any fallacy in description of familiar objects. It is the truth that he wishes to find.

No child is too young to begin the study of literature. It begins, indeed, with his nursery rhymes, with the first poem or verse

of Scripture he commits to memory. That his taste should be guided and cultivated, and his craving judiciously satisfied, is of the utmost importance. Many an idle, listless pupil will be quickened into a lively interest in study by calling his attention to the best in literature. I have known a beautiful or poetic sentiment touch the key-note in the better nature of a so-called "bad boy" as nothing else would.

In compliance with numerous requests for "suggestions" in regard to methods of conducting recitations, I submit the following with reluctance, for I cannot but think that each teacher must prefer his own ways of teaching, and with pleasure, for it recalls the faces of my pupils, and the class-rooms in which these methods had their origin.

1. In order to exercise or cultivate the taste of beginners, it is well to read aloud some rare, short poem, and at its close, or during the reading if the pupils cannot retain the line in memory until the reading is ended, let them name the line that especially pleases them. I used frequently to take Tennyson's little poem, *The Poet's Song*, trying not to show my own impressions as I read. But I never could get beyond the line,

And waves of shadow went over the wheat,

without a thrill of pleasure communicating itself to the whole class. Then, as I would proceed, hands would be raised at each effective line, descriptive of the power of the song, on the "wild swan," "the lark," "the swallow," "the snake." And then, perhaps, would come my disappointment if they failed to notice the strongest lines of all,

The wild hawk stood, with the down on his beak
And stared, with his foot on the prey.

The few words present, at once, a striking image. The hawk, arrested in his savage meal, not with appetite satiated, but whetted with the first taste of blood, is lured to listen, and with head erect, stands "with the down on his beak," and stares, "with his foot on the prey."

Nor will the idea in the last lines escape the attention of the more thoughtful pupils, who see in the poet the hopeful prophet of the future.

THE POET'S SONG.

The rain had fallen, the Poet arose,
He pass'd by the town and out of the street,
A light wind blew from the gates of the sun,
And waves of shadow went over the wheat.
And he sat him down in a lonely place,
And chanted a melody loud and sweet,
That made the wild swan pause in her cloud,
And the lark drop down at his feet.
The swallow stopt as he hunted the bee,
The snake slipt under a spray,
The wild hawk stood, with the down on his beak,
And stared, with his foot on the prey;
And the nightingale thought, "I have sung many songs,
But never a one so gay,
For he sings of what the world will be
When the years have died away."

2. As soon as a writer's place is fixed in the mind, and the writer has received individuality, let the pupil turn at once, as the main study, to the author's works. Illustrations of the literature of each period are given at the close of every chapter; but it being impossible to give more than brief specimens of each, let selections from these writers be brought from every source, best of all from a writer's own works. For instance, the lesson may be Longfellow, or Whittier, or Tennyson. Let each pupil select the poem of his choice, and having studied it well, let the reading of it, and comments upon it, be his contribution to the lesson, in addition to the assigned lesson from the text.

3. The recitation may consist wholly of the study of one piece. This, even for beginners, may be made exceedingly profitable and interesting. Take, for instance, Whittier's *Barefoot Boy*. See that each line produces a picture in the pupil's mind. Nothing should go unexplained that is not well understood. Every allusion that requires research is a help, and the more trouble a pupil has in finding the meaning, the more surely will he remember it. In this poem the interest centres in the sports of boyhood, but is replete with poetic sentiment and happy phrases. No line should escape attention, whether simple, as the rare description of the "blackberry cone," or gorgeous, as the picture given of the "regal tent" of sunset,

Purple curtained, fringed with gold,
Looped in many a wind-swung fold.

Let the pupil feel the beauty of such lines. Gray's *Elegy* and Buchanan Read's *Closing Scene* contrasted, Wordsworth's *Ode on Immortality*, and Lowell's *Vision of Sir Launfal*, and, for more advanced students, Dryden's and Pope's *Odes on St. Cecilia*—all furnishing admirable studies. In these exercises the careful use of words should be observed, for words themselves when analyzed reveal whole poems. Such a course will evidently lead up to a still higher and more analytical course, taking for subjects Milton's longer poems, Shakespeare's Plays, plays of the other dramatists, Spenser's *Faerie Queen*, Chaucer's *Canterbury Tales*,

prose works of the great masters, as Bacon, Hooker, Jeremy Taylor, Bunyan, Addison, Burke, etc. But such studies require libraries, and until the pupil can have access at pleasure to all the great writers, it is better that he should become familiar with them by first having a slight knowledge of each. This will materially aid his after-studies of some one or two of the great masters in the field of literature, if such a course is then deemed best.

4. Group minor facts around the central subject of interest. Teach pupils to discriminate between that which is of real importance and that which is but secondary, and do not dwell too long upon minute details. Teach, rather, that

Not to know some trifles is a praise.

5. Do not insist on the pupils remembering dates. After those of Chaucer, Shakespeare, and Milton, I should insist on but few others. Dates will of themselves, if not forced upon the memory, cling to it by association; and it shows more intelligence to know *about* what time a minor poet lived than to know the exact date of his birth and death. The thoughtful student will note coincidences. He will remember, because he cannot help it, that Chaucer died in 1400, Dryden in 1700, Cowper in 1800, Wordsworth in 1850. By association he will remember that Sir Walter Scott and the great German poet, Goethe, died in the same year, 1832; that Macaulay, Irving, Prescott, Hallam, Leigh Hunt, De Quincey, all died in 1859. But should he fail to notice this, knowing that Wordsworth lived during the first half of this century, and that the above writers, together with Coleridge, Lamb, Hood, etc., were his contemporaries, it is not necessary that the exact dates of each should be studied.

6. One method of conducting an exercise which interests pupils exceedingly, and makes an exhaustive study of the period, is to place upon the blackboard a variety of subjects belonging to the period, and let each pupil select from the list the subject upon which he will discourse for the next lesson, either telling orally all that he has learned upon the subject, or writing out as interesting an account as possible. Sometimes—not often—a well-delivered oral recitation will be quite as beneficial as a written one, the main end being to give, in a good style of language, all that has been learned upon the subject. For such an exercise, suppose the lesson to be the Period of the Revival of Learning, 1400–1500. The teacher would place upon the board under the heading such subjects as the following:

1400—1500.

REVIVAL OF LEARNING.

Sir Thomas More,	The Invention of Printing,
The Discovery of America,	Caxton,
Henry III.,	Translation of the Bible,
Lorenzo de Medici,	Ballad Poetry,
James I., of Scotland,	Minstrelsy,
Surrey and Wyatt,	The Byzantine Empire,
Stories of Arthur,	Erasmus.

Each pupil before leaving the class must select his subject, so that there may be no confusion. If two or three should choose the same, it would only tax them to greater efforts to excel. But the ground of the lesson should be entirely covered, and each theme should be presented in an attractive light by the teacher. If the pupils have done their part well, the next lesson will be a treat to all. The pupils will not have relied alone upon the text-book before them, but will recall all that they have ever read or heard upon the subject, and will consult every available source of information. Each of the above subjects may call out original thought on the part of the pupil, and the facts as he relates them must always be given in his own language. All terror of writing disappears before a subject upon which a pupil has something to say.

7. An exercise which most teachers have tried is that of paraphrasing. The exquisite description of winter in the *Vision of Sir Launfal* affords an attractive theme; so also Drake's *Culprit Fay*, a description from Goldsmith, or from any author whose words convey an exact image of that which is described.

8. After pupils have gained a respectable knowledge of several authors, it is a good exercise to let them bring in brief extracts from those authors—a striking sentence in prose, or a line or stanza of poetry characteristic of the author, if possible—and recite them in class, letting the class recognize the author, either from memory of the lines quoted, or from a knowledge of the general style of the writer. They should also know from what work the lines are extracted, and all that is possible to know about them.

9. An interesting review may be conducted by having the pupils themselves ask the questions. Give, for instance, a certain period to be reviewed, and request each pupil to come prepared with, say, ten questions upon that period—prepared, also, to answer them. The asking of a question frequently indicates the state of knowledge better than the answering. *The Teacher.*

THE TEACHING OF BOTANY.

BY JOHN M. COULTER, INDIANA.

I WISH to say something to those who teach botany in the State; of course not to college professors, who have well-tested methods of their own, but to the scores of school teachers who this spring will instruct hundreds of our bright young people in this most delightful study. The day is long past when botany was considered simply a recreative study, pleasant as a pastime, and especially fitted for girls, who could number it among their accomplishments. Now it has become a study of the most philosophical kind, its subtle problems demanding the deepest study of the most active minds, and at the same time these are within the reach of every one's observation.

There is an old and a new way of teaching botany, and every thoughtful mind will at once recognize the very superior merits of the latter. The old method is something like this, and I fear that many teachers will recognize in it the only method with which they are acquainted. The pupil is set to work upon a text-book and required to memorize an almost endless list of definitions—definitions of things which, when defined, convey little or no meaning to him. After this heroic dose, which is well calculated to nauseate even the healthiest minds, the whole object in view is the analysis of plants for the purpose of discovering their scientific names. Flower after flower is taken and "chased down" through artificial keys, and when its Latin name is discovered, the impression is left that all is known that is worth knowing. The only additional step that many teachers are able to suggest is that it would be a good thing for the pupil to press plants, paste them upon paper and neatly label them. Such is the old method, and I think every one will recognize it, for it has not yet been consigned to the limbo which it so richly deserves. It has done a world of good, and so have canal-boats, but now we have something better.

The fault of the old and the merit of the new lie in their objects. The old method had for its object the discovery of the names of plants, really the least important fact about them, and with this most formal introduction to them the acquaintance was at an end. The object of the new is to cultivate this acquaintance and learn all that is possible with regard to the character, the habits of life, not having the study of plants as an end, but simply as a means. To cultivate the powers of observation is the secret of the great value of botany as a study, and the teacher should keep this constantly in view. We should not expect to make botanists of our pupils—that may come incidentally; but we should expect to open the eyes of the dullest, and teach them to see what is going on about them. With this view of the study, it is at once seen that it reaches far beyond the narrow confines of botany, and touches upon every experience of life; for when do we not need to use trained habits of observation? Botany is pre-eminently serviceable in this direction, not because of anything peculiar in its nature, but simply because it lies so freely within the reach of every one, as capable of study (I do not say as completely) in the humblest district school as in the most elaborately equipped university.

Now, for some practical suggestions, for if these were not given this writing would be of little value. In the first place, the whole atmosphere of the study should be one of doubt, and nothing should be believed upon hearsay that can be learned at first-hand. If possible, the pupils should be required to study the lesson first from nature, free from all the bias of knowledge. For instance, when the subject of leaves is undertaken, every pupil can study scores of leaves and record his own observations as to their differences, and when this is done the chapter upon leaves in the text-book will be read not only with understanding, but with eagerness; for it is a well-known fact that we read with the greatest interest about those things which we ourselves have seen. And so with branches, roots, fruits, arrangement of leaves, flowers, etc. Do not let the pupil read that a flower is made of sepals, petals, etc., but let him discover that fact for himself, and when he finds these parts he will at once demand names for them, and then they can be given. Thus these hard names of botany need not come as a list of definitions to be memorized, but as supplying a necessity which the student has recognized for himself. Then, when the parts of plants have thus been learned, the work has but begun. We have learned the parts of a machine, and it now remains to see how it works.

The forms of leaves, of flowers, of roots, etc., must not be taken as so many facts, but the question must always be asked, "Why are they so?" Leaves are arranged thus and so on the stems, but why? Sepals are usually green and petals delicately colored, but why? The flowers upon most of

our trees have no petals at all; why? The flower of the pea or bean is very different in shape from that of the lily, but why? Why are some flowers fragrant and others not? Why do some open in the evening and others only in the day? Is it not apparent to every one that the pupil set at such problems, all of which he can answer for himself, helped only by a few suggestions, will have his mental powers developed in a way that looks far beyond botany and that lies in the deepest philosophy?

Let me, therefore, urge upon our teachers that this spring they make their classes in botany classes of observers, and not of memorizers. Set the sharp eyes and bright minds at work that they will love, and that will take them away from the mustiness of books out into the freshness and beauty of nature. Nothing within our reach as educators can better produce "sound minds in sound bodies." *Indiana School Journal.*

BOOKS TO BE AVOIDED.

BY H. SABIN.

THERE has been a great change in the character of books designed for children since Maria Edgeworth wrote "Harry and Lucy" and "Popular Tales," and Mary Russell Mitford wrote "Our Village." The wells which the servants of our fathers dug in their days, the Philistines have stopped up and filled with earth.

The book which contains low slang phrases should be discarded; so should one which teaches by expression or inference any degree of irreverence for sacred things. Do not place on the library shelf a book which teaches that it is smart to thwart the wishes of parents or teachers. "Peck's Bad Boy," outrageously disgusting in its incidents, and bad in its tendency, differs from some others only in that its teachings are stripped of all disguises, and the stories are told in plain, bold English.

We ought also to throw out all books that tend to familiarize the child with the haunts of vice or the ways of villains in our large cities. Vice will force itself into the presence of the child soon enough, without any help from books. Pope's second thought was best when he wrote—

> Vice is a monster of such hideous mien
> That to be hated, needs but to be seen;
> Yet seen too oft, familiar with her face,
> We first endure, then pity, then embrace.

Some one writes that we should avoid rubbish in a school library. It is very true; but children's reading should be such as not to cultivate a taste for rubbish. There is a certain class of books which are not positively bad, and yet are not positively good. They amuse without instructing; they furnish no food for thought; they destroy an appetite for healthier reading.

The books in a library should tend to promote moral and intellectual growth. Books cannot be read without exerting some influence. They elevate or degrade; they strengthen or weaken; they add to or subtract from mental force. One man reaps tares, and another gathers golden grain, in the same field, because of the seed sown somewhere in his early life. Books are but tools in the artist's hands. I sometines think that we are sculptors more skillful than any in the studios of Florence or Rome; that we are painters in a higher sense than any of the masters of the old world. If sometimes our clumsy touch seems to mar the beautiful figure we would make, if at times the faces we would paint seem to grow dim and fade from the canvas, it is only because our mortal senses are too dull and gross to fashion the form, or to divine the colors, which only the clearer light of eternity can bring into full relief.

Sancho Panza said, "Blessed be the man who first invented sleep;" rather blessed be he who first invented books; through them "the broken sounds of life become a song, and life itself a melody."

Iowa Normal Monthly.

LABOR AS AN EDUCATOR.

BY B. G. NORTHROP.

IT is a partial view of education which assumes that books and schools, indispensable as they are, do the whole work. Every thing which the child sees and hears, and still more what he does, educates. This practical training begins in the cradle, and runs on through life. The educating value of labor has not been duly appreciated. Whatever compels one to think and decide on practical business questions, awakening conscious responsibility and self-reliance, develops mental power. Business pursuits frequently discover aud draw out great talents. A degree of foresight, sagacity, practical wisdom, and executive ability is often displayed in the management of commercial, manufacturing, or agricultural interests, which would win the highest eminence if devoted to either of the professions.

Every child's education is deficient who

has not learned to work in some useful form of industry. Labor aids in disciplining the intellect and energizing the character. Especially does farm work task and test the mind, by leading a boy to plan and contrive, to adapt means to ends in a great variety of ways, and under constantly varying circumstances. The necessities and struggles of the farm demand patience and perseverance, develop force of character and energy of will, and teach the needful lesson, "Where there is a will, there is a way." How many of the leading men of our country, like Washington, Webster, Clay, and Lincoln, grew up on the farm, and gained there an invaluable discipline for the conflicts and achievements of life.

Labor develops inventive talent. The exigencies of the farmer, remote from villages and shops, compel him to be something of a carpenter, joiner, blacksmith, and harness-maker—a man of all work—"handy at any thing." His business varies with the seasons, and sometimes changes every day. A farmer's boy myself, and familiar with all forms of farm work, I have ever valued highly these practical lessons learned among the rough hills of grand old Litchfield county. I counsel even the sons of affluence to spend at least one season at hard work on the farm, or in the shop. The practical business drill there gained, the knowledge of nature and of domestic animals, will amply compensate for the consequent loss in book learning, to say nothing of the health and physical training thus secured. With all our improved gymnastics, none is better than manual labor, when it is cheerfully and intelligently performed, and especially farm work. The habits of industry, once formed on the farm or in the shop, may shape all the future, teaching one to value time, to husband "the odd moments," scorn sloth and love labor, or at least to practice "diligence in business."

The pupils who luxuriate in the wealthiest homes of the city, would profit by one year in the country, with its peculiar work and play, its freeer sports and wider range for rambles by the springs and brooks, the rivers and waterfalls, by the ponds and lakes, over the hills and plains, through the groves and forests; in observing nature, searching for wild flowers and curious stones, learning to recognize the different trees by any of their distinctive marks, viz.: the leaf, flower, fruit, form, bark, and grain, watching the ant-hills, collecting butterflies and various insects, noticing the birds so as to distinguish them by their beaks or claws, their size, form, plumage, flight, or song. Studying nature in any one or more of these varied forms, each so fitted to charm children, would refresh their minds as well as recreate their bodies, and stimulate that curiosity which is the parent of interest and of memory.

Nature is the great teacher of childhood, and with her the juvenile mind needs closer contact. Facts and objects are the leading instruments of its early development. We do violence to the child's instinctive cravings for natural objects, if we give it books alone, and confine it exclusively to the city. When I once found over three hundred children in a single grammar school, who had never visited the country, I did not hesitate to say that, shut out from nature, and shut in by brick walls, with all their ample apparatus and superior teachers, and a splendid school house, these children can not possibly gain here a full and symmetrical development of their various faculties. More needs to be done to combine the advantages of country and city life. With poorer schools and shorter terms, and with far less apparatus, but under the kindly and invigorating influence of rural scenes and employments, the country sends forth its full share to the professions, and into the posts of most commanding influence. Some of the retired rural districts and small hill towns have been exceedingly fertile in the richest treasures of intellect.

Idleness and vice are twins, and as idleness is always a curse, work may be a blessing. Certainly industry is essential to thrift and virtue to the culture of the mental as well as moral nature. "Every man should have one vocation, and as many avocations as possible." Men of mark are men of work. The most industrious individuals and races are the most intelligent and powerful; the most elevated morally as well as mentally. In whatever land man can subsist in indolence, he droops in intellect; and there is the greatest demoralization in those tropical climates where leisure, rather than labor, is the rule of life. Man rises in the scale where his necessities compel constant industry, as he sinks where his wants exact no labor. Where industry becomes habitual and skillful, it not only supplies mere necessities, but stimulates demands above absolute wants. Every pure enjoyment which labor gains, prompts the desire for other and higher gratifications. Theodore Parker well said: "The fine arts do not interest me so much as the coarse arts, which feed, clothe, house, and comfort a people.

I should rather be a great man as Franklin than a Michael Angelo; nay, if I had a son, I should rather see him a mechanic who organized use, like the late George Stephenson, in England, than a great painter like Rubens, who only copied beauty."

ENGLISH LITERATURE IN THE SCHOOLS.

A MOST encouraging prospect is opened to our view, by the increasing attention paid to English Literature in the schools of our state. We find occasional evidences of this in the interesting "Items from Reports" of our County Superintendents, as published from month to month in *The School Journal.* Either a library is proposed, or is actually begun; or the literature of the day is introduced among the pupils in the shape of magazines and other periodicals; or—best of all,—Literature is made a regular branch of study. It is true that out of over one hundred and sixty reports that appeared in *The Journal* during the first five months of the present year, only thirteen present these facts to our notice. We could wish that the proportion were greater; but it is certain that in some places—we are fain to believe, in many—good is accomplished in this direction which is never made public.

It would be a work of supererogation to attempt to prove the importance of this branch of study to any thinking teacher. Not only does intellectual culture demand it, but it has become an absolute necessity as a safeguard of morality, by reason of the debasing influences of many books and illustrated papers, which are everywhere offered to young people. No one with intelligence to perceive, with a heart to be touched by the perils to which our youth are thus exposed, can fail to be impressed by the need of teaching them not only to know, but to love, that which is pure and good in literature.

The study will be most effectual in accomplishing this object, where—as in the case of the Meadville schools, reported in May,—it is carried on continuously, from the primary schools to those of most advanced grade. For, as every one knows, a very large majority of pupils never reach the high, or even the grammar schools; and it is just those that fall out of the line on the upward march, who most lack this wholesome culture. Coming from families of which every child must begin early to work for a living, they are obliged to be content with barely instruction enough to enable them to read, and to keep ordinary accounts. And, for the most part, what they receive in the schools of lower grade can subserve only these humblest of purposes. Their home associations, of course, rarely—*very* rarely supply the immense deficiency in their school training. In common with their schoolfellows of more favored condition, they possess sensibilities, and the faculties of taste and imagination; but these are left in a state so crude and undeveloped that they are ready to be called into play by the attractions of the cheap show and the illustrated stories of prison-cells and police-courts, with all their demoralizing influences.

For this large class of our young people, we would do a noble work by beginning at the very outset of their education to teach them to discriminate between the gold and the dross of literature. And not for those alone; for ignorance on this subject is more wide-spread than many people imagine, and the higher school can accomplish but little, where the matter has been previously neglected. A convincing proof of this was afforded the writer, on questioning an advanced class in a high school, in which efforts were being made to supply the deficiency in earlier instructions. Among the first questions put, *àpropos* of a lesson in Rhetoric, was, "Who are the American humorists?" An embarrassing pause followed, but at length one young lady modestly suggested, with a rising inflection, "*The Spoopendykes!*" Further examination showed that nearly all the ideas of authors which that class possessed were equally vague. Yet, the class consisted of children from intelligent families, of fair average culture; they had enjoyed the care of experienced and faithful teachers. The day must come—and may it be soon!—when such ignorance will be considered disgraceful in a secondary school.

It is of great service, in cultivating a love for literature, to inspire the pupil with an interest in authors. Personality has an attractive power, especially for the warm fancy of the young, which no abstraction can possess. It is easy to show this, by reference to any sphere of thought. The very items of personal intelligence in the newspapers,—ill-judged and impertinent as they often are,—prove that there is a demand for information of that nature; a demand which, within judicious limits, ought to be satisfied. Tables of flora and fauna are stamped all over with person-

alities, in the names of genera and species, which perpetuate those of their discoverers. On our maps are thousands of commemorative names, heightening the interest of the study of Geography by associating the remembrance of explorers and settlers with the beauties of natural scenery or with the thriving states and towns which are their monuments. And what, in History, engages our most delighted attention,—the strategy of a battle-field, the political changes of a nation, or the lives of her representative men? Even in religion, this truth holds good. It is not law or doctrine that holds us with irresistible force; it is the personality of the Man Christ Jesus, and under Him, of those whose lives are a still richer heritage of the Church than their teachings.

FEMININE USE OF ADJECTIVES.

IT is often said by gentlemen that the conversational power of ladies would be more agreeable with a limited use of adjectives. The exaggerated use of adjectives is characteristic only of American women. Their constant habit of qualifying everything they see, hear, smell, taste or touch by inappropriate superlatives is not contracted through ignorance. It arises from the ridiculous custom engendered during the giggling period of their school-days. By habitual practice it becomes firmly established, follows them into maturity, debases their language, and makes them appear far more silly and frivolous than they really are. It is almost impossible for women to shake off this nonsensical habit formed in early youth. Their exaggeration of language is carried to an extent that not only becomes a serious consideration to ordinary observers, but also to learned men and professors.

In conversation the other day, a professor of Trinity College gravely inquired: Why do ladies invariably mar their conversation by the repeated exclamation "perfectly lovely?" We do not wonder that he noticed it. There is nothing more tiresome during a lady's conversation than to hear the unceasing words "perfectly lovely." At the theatre, parties, weddings, funerals, lectures, prayer meetings, and in horse cars, steamboats, steam cars, art galleries, milliners' and dry-goods shops or at the dentist's, doctor's and dressmaker's, indoors and outdoors, wherever American women are gathered together, the inevitable chorus of "perfectly lovely" arises to arouse the half-contemptuous amusement of observers. The expression, "perfectly lovely" is beginning to be perfectly unlovely by its gross misuse. It has a strong rival in the other, also too common, expression, "perfectly elegant."

How American women are laughed at abroad for the misplaced expression of their New World exaggeration and enthusiasm! In nine cases out of ten they qualify customs, cathedrals, castles, and cows as "perfectly elegant;" palaces, peers, peasants, and pigs as "perfectly lovely;" or sunsets, soldiers, sculpture, and sheep, as "perfectly stunning." Is it any wonder that it excites ridicule? A year or two ago a Hartford gentleman who accompanied a relative—a young lady—on a trip up the Hudson river, promised to give her a handsome silk dress if she would not utter the words "perfectly lovely" once during the journey. We never heard whether she won the dress. We presume not.

School teachers could do much to remedy this defect. It begins in school-days. Then is the time to prevent the overflow of this bubbling effusion of later years. A modification of adjectives, an improvement in language, would be the result. Perhaps it would become "perfectly lovely."

Hartford Times.

DEVICES.

EVERY teacher should have many devices in her mind for use in the school-room. Do not follow the same method of treating a subject day after day until the pupils are weary of the monotony of their school life. Children must have a change. Stick to your principles, but vary your methods whenever the interest begins to flag. We suggest a few devices for varying the monotony of the school-room.

Geography.—Let written descriptions of countries, cities or rivers be prepared and read by each pupil; the other pupils naming the place described in each case. Take imaginary journeys; each pupil striving to see more on the route than the others. Let each pupil write a letter from some foreign city to his classmates. Request each pupil to procure a sample of some commercial product and write a composition about it. Give lessons upon such topics as "The largest rivers of the world." "The most beautiful cities of the United States." "Comparison of Ohio and Florida." Let the class choose sides and prepare for a contest in naming the countries, rivers, lakes, etc., of a grand division.

Arithmetic.—Drill the pupils occasionally upon rapid addition by grouping the numbers. Introduce all the *real* problems that you hear of that concern the business of the friends of the pupils. Request the pupils to bring problems for solution. Give them a great many practical problems that they can perform readily. Do not pass a subject by as soon as the pupils begin to dimly understand it. Borrow or buy a dozen arithmetics, and select the practical problems from all of them for solution. Encourage a good-natured rivalry in each branch of the work.

Reading.—Let the reading extend beyond the readers to the newspapers and useful books. Let the pupils tell what they have read. The best reader is the one who gets the most thought from the printed page. When all use the same lesson let each one ask questions upon the lesson, of any member of the class. Occasionally let choice gems be memorized and recited. Let the pupils compare the various kinds of articles, read and tell why they prefer certain ones. In oral reading the attention of reader and listeners should be given principally to thought. When a pupil reads aloud, do not permit any one else to look on the book. Follow Parker's advice, and have concert reading once in seven years.

Iowa Teacher.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JUNE, 1884.

E. E. HIGBEE. - - - - J. P. McCASKEY.

THE Thirtieth Annual Session of the Pennsylvania State Teachers' Association will be held at Meadville, Pa., on Tuesday, Wednesday and Thursday, July the 8th, 9th and 10th. The Executive Committee present a very promising programme. The Chairman of this Committee, Supt. C. F. Chamberlain, has had the "heavy end of the log" to carry, both in the matter of general and local arrangements; but he has come up to the work nobly, in the excellent programme given below, and in the completeness of the arrangements at Meadville. A pleasant and profitable meeting is anticipated, one also that will show a large enrollment. For such persons from the East as propose to attend the sessions of the National Association at Madison, during the week following, Meadville affords a stopping-place of unusual interest on their holiday trip to the West.

PROGRAMME.

TUESDAY, JULY 8TH.

10 A. M.—*Opening and Organization. Address of Welcome*—Hon. Pearson Church, Judge 30th Judicial District, Meadville.

Responses—Supt. Geo. J. Luckey, Pittsburgh, and Supt. H. E. Brooks, Scranton.

2 P. M.—*Inaugural Address—Education and Labor*—Supt. Samuel A. Baer.

Discussion, opened by Prof. Thomas May Pierce, Philadelphia, and Prof. A. B. Miller, Warren.

Language in the Public Schools—Prof. A. G. C. Smith, Media.

Discussion, opened by Supt. J. R. Spiegel, Greensburg.

8 P. M.—*Our Fifty Years' Record*—1834-1884. Semi-Centennial of the Common School System of Pennsylvania—Hon. H. C. Hickok, Philadelphia, Ex-State Supt. of Common Schools of Penna. To be followed by remarks upon the same by prominent members of the Association.

Music, by the "Meadville Ladies' Quartette."

Chalk and Charcoal Sketches—Prof. Geo. E. Little, Washington, D. C.

WEDNESDAY, JULY 9TH.

9 A. M.—*Business*—Election of Officers; fixing next place of meeting, etc.

The "New Education." Is there such a thing, and What is it?—Supt. R. K. Buehrle, Lancaster.

Discussion, opened by Supt. C. A. Babcock, Oil City.

2 P. M.—"*Our Dead*"—paper by Supt. Geo. J. Luckey, Pittsburgh.

Remarks, by members of the Association.

Railroad and Steamboat Excursion to Conneaut Lake.

8 P. M.—*Lecture*—"Boys and Girls, Nice and Naughty, or Pendulum of Life."—Col. G. W. Bain, of Louisville, Ky.

Social Reception to the Association, by the citizens of Meadville.

THURSDAY, JULY 10TH.

9 A. M.—*The County Institute, Real and Ideal*—Miss Lelia E. Patridge, Normalville, Illinois.

Discussion, opened by Rev. N. H. Schenck.

Light and Sight, as it Concerns Schools—Prof. J. Tingley, Meadville.

Discussion, opened by Prof. J. A. Cooper, Principal North-western State Normal School, Edinboro.

2 P. M.—*English Literature* — Prof. James Burns, Erie.

Discussion, opened by Prof. W. H. Rauch, Weatherly, Pa.

Literary Spirit in Schools—Rev. D. H. Wheeler, D. D., President Allegheny College, Meadville.

Discussion, opened by Rev. P. A. Reno, A. M., Principal Waterford Academy.

8 P. M.—*The Necessity of a Minister of Education*—Hon. E. E. Higbee, D. D., Supt. Public Instruction.

Miscellaneous Business.

Music by Pupils of Titusville High School.

NOTE.—All papers will be subject to full and free discussion.

MUSIC.

General Singing by the Association, to be led by Prof. E. P. Russell, Principal of Cambridge Conservatory of Music.

The "*Meadville Ladies' Quartette*," and a chorus of voices from the pupils of the Titusville High School, will each furnish music one evening.

The following well-known specialists will be present and favor the Association at different times during its sessions: Miss Belle McClintock, Meadville; Miss Louise McClintock, Meadville; Mrs. J. H. Montgomery, Meadville; Miss Flora Coburn, Meadville; Miss Agnes Smith, Pittsburgh; and Miss Flavia Davis, pianist, Meadville. Miss Ella J. McBurney, of New Castle, will be present one evening and recite a few selections.

EXCURSIONS.

To Conneaut Lake, by R. R., and ride on the lake, free of charge.

To Chautauqua Lake, on Friday. Fare for round trip, 180 miles, including 40 miles ride on the lake, $1.25. This excursion can stop four or five hours at the celebrated "Assembly" grounds at Fair Point, and dinner can be procured at the magnificent "Hotel Athenæum." In going, the steamer can be taken at Lakewood, and on the return trip the party can pass down the Outlet to Jamestown, and thus have an opportunity of viewing some of the finest natural scenery in Western New York.

The Museums at the Natural History Society's rooms and at Allegheny College, and other points of interest in and about the city, can be visited at pleasure, between the afternoon and evening sessions.

RATES OF BOARDING.

The Commercial Hotel and New McHenry House have each reduced their rates to $1.50 per day to members of the Association.

The Budd House, Gable House, Central Hotel, and other hotels, to $1.00 per day. Board can also be secured at reasonable rates in private families.

OFFICERS OF THE ASSOCIATION.

President—SAMUEL A. BAER, Reading, Pa.

Vice-Presidents—Supt. A. J. Palm, Mercer, and Supt. Anna Buckbee, Coudersport.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—John Morrow, Allegheny City.

Ticket Agent—J. F. Sickel, Germantown.

Executive Committee—C. F. Chamberlain, chairman, Meadville; Supt. T. M. Balliet, Normalville; Supt. Samuel Transeau, Williamsport; Supt. H. S. Jones, Erie; and Supt. James M. Coughlin, Kingston.

Enrolling Committee—Supt. D. S. Keck, Berks County; Supt. R. M. McNeal, Dauphin County; Supt. R. M. Streeter, Titusville; Supt. W. F. Harpel, Shamokin; and Prof. S. F. Hoge, Tidioute.

Committee on Drawing—A. H. Berlin, chairman, West Pittston; Miss Kate Neumont, Pittsburgh; Miss Fannie S. Nash, Williamsport; T. P. Johnston, Johnstown; and Miss Lola Zug, Lancaster.

LOCAL COMMITTEES.

On Reception and Hotels.—Maj. D. V. Derrickson, chairman, H. R. Roth, F. P. Ray, J. H. Lenhart, C. M. Boush, S. T. Dick, Joshua Douglass, Col. C. W. Tyler, J. W. Smith, P. A. Laffer, Lewis Walker, and Thos. Roddy.

On Hall and Place of School Exhibit.—Prof. G. W. Haskins, chairman, Prof. A. W. Smith, Prof. J. H. Montgomery, and Prof. G. Cary.

On Music.—A. L. Dunbar, chairman, Otto Kohler, Arthur L. Bates, J. G. Lindeman, James Frazier, and John Dick.

On Finance.—Col. J. W. H. Reisinger, chairman, O. H. Hollister, M. P. Davis, Senator H. J. Humes, and A. M. Fuller.

On Excursion.—Hon. H. L. Richmond, Jr., chairman, L. C. Beach, Wm. R. Bole, and Geo. F. Davenport.

RAILROAD ARRANGEMENTS.

Excursion Tickets will be sold on the railroads named from July 5th to July 10th, good to return until July 21st, 1884.

Persons procuring *Certificates* from the undersigned, and presenting the same to the Ticket Agents *at the stations from which they start*, and paying full fare to Meadville, will be returned for one-fourth the fare paid in going, by having their Certificates duly endorsed by J. F. Sickel, at Meadville. In applying for such a Certificate the name and address of the person desiring it must be given.

N. B.—Be particular to have the Certificate properly filled up and signed by the R. R. Agent at your starting point, in order to have reduced fare returning. The following railroads make this concession in fares, to *those having the Certificates:*

Baltimore & Ohio.	Philada. & Reading.
Buffalo, N. Y., & Phila.	Lehigh Valley.
Chicago, St. Louis & Pittsburgh.	N. York, Penna. & Ohio.
Del., Lackawanna & Western.	Penna. Company.
	Penna. Railroad.
N. York, L. Erie, & Western.	Philada. & Erie.
	Northern Central.
Philada., Wilmington & Baltimore.	Del. & Hudson Canal Co.

Persons procuring *Orders* from the undersigned can obtain Excursion Tickets at the principal stations on:

Allegheny Valley. | Wilmington & Northern. Huntingdon & Broad Top.

The following will sell Excursion Tickets to

Meadville, or any of their Junctions, without *Orders:*

Pittsburgh and Lake Erie.	Pittsburgh & Western.
Perkiomen R. R.	Philada., Newtown & N. York.

Those desiring to pass over the Cumberland Valley Railroad, by addressing A. H. McCulloh, Gen. Pass. Agent, Chambersburg, Pa., on or before July 5th, 1884, will receive Orders by return of mail.

Persons paying full fare on the following, *in going to the meeting*, will be returned free by securing Return Pass from Ticket Agent of the Association at Meadville:

Catasauqua & Fogelsville.	Hanover & Gettysburg.
Dunkirk, Allegheny Valley & Pittsburgh,	Shenango & Allegheny.

The Gettysburg & Harrisburg R. R. will sell Excursion Tickets to members on presenting certificates of membership. Those desiring Membership Tickets enclose One Dollar with Stamp, and you receive Ticket by return mail.

Persons wishing certificates or orders, or other information, will please observe the following directions:

1. Write your name and address plainly, enclosing stamp.

2. In writing for Orders or Certificates, give in each case the name of the station and Railroad from which you start, and the name of each road over which you will pass in going to Meadville.

3. If possible, do not send for Orders or information later than July 3d, 1884.

These directions, if followed, will insure prompt replies in all cases. Address,

J. F SICKEL, *Germantown, Pa.*

WE are encouraged to think that *The Pennsylvania School Journal* is doing some work for humanity. The field it occupies is peculiar. The men it reaches are men of influence in their localities. The work it does is mainly foundation work, slow and hidden, but sure and lasting. The support it receives from its subscription list is its life. If School Directors and School Teachers think it worth its cost, they will order it—continuing subscription as this may expire. If Superintendents think so, they will encourage subscription on the part of their Teachers and their School Boards. Many, we are glad to know, do think this, of which fact our subscription list gives direct witness; we shall hope that still more may be actively of this opinion during the coming year. The present June number closes the current volume; with July begins our thirty-third volume. The present year rounds up its half century for the Common School System of Pennsylvania, and for *The Journal* its third of a century. We shall do what we can to make the successive numbers of the new year readable, suggestive, and valuable. We are therefore encouraged to ask the continued patronage of our friends, old and new, in the year opening before us.

IN securing the services of Prof. Thos. M. Balliet, late Superintendent of Carbon county, the Cook County Normal School takes from the Keystone State one of our most promising school men. It was while doing Institute work in Pennsylvania that Col. Parker heard Mr. Balliet lecture, and made up his mind that he had use for him in Illinois if his services could be secured. He goes to what is perhaps the most influential centre of normal school work in the United States, and we bid him "God-speed" in his wider field of labor.

SUPT. H. S. JONES, of Erie, has held office continuously for twenty-four years, and has been a growing man from first to last. He has made the Erie schools rank second to none elsewhere in the State. He owns neither a railroad nor a national bank, nor is he a millionaire; but if any other man has for the past twenty years been more a benefactor to the City of Erie, we shall be pleased to put his name on record.

PROF. ARTEMAS MARTIN, of Erie, Pa., publisher of the *Mathematical Visitor*, was recently elected a member of the Mathematical Society of France. He is a member also of the London Mathematical Society. He has also been awarded the honorary titles, for eminence in his favorite science, by our leading colleges. Prof. M. is a plain, unassuming gentleman, who quietly edits his magazine, and prefers the life of a gardener to the honors of a college professorship.

THE handsome advance in salary voted Supt. Geo. J. Luckey at the recent election is a graceful recognition of his valuable services. Of course, our big-hearted friend will find little difficulty in spending the money. Mr. Luckey is a broad-gauge school officer, one of the ablest in the country, and the city he has served so long does itself honor in this merited increase of salary to thirty-five hundred dollars.

DR. EDW. BROOKS has just been elected to the presidency of the School of Elocution and Oratory, in Philadelphia. Established by the late Prof. J. W. Shoemaker in 1873, this school has since that time filled an important place in the field of practical

education. The broad experience of Dr. B., his wide reputation as an educator, and his well-known business energy, assure to the school a largely increased career of usefulness.

OUR old friend, Mr. Wm. A. Lindsey, for several years Deputy State Superintendent of Public Instruction, has bought and refitted the Academy at Greason, Cumberland county, and has opened a select school, mainly for teachers. Between that and managing his farm, his time will be fully occupied. Thoroughness, aggressiveness and enthusiasm are his characteristics.

THE syllabus of the special course of lectures to be given to the teachers of the Public Schools of Philadelphia, at the Assembly Hall of the Boys' High School, embraces a wide range, and is in itself sufficient evidence of the familiarity with his subjects possessed by the lecturer, Mr. James MacAlister, Superintendent. The History of Education, among our own races, from the Grecian civilization until now, and among the civilizations of the Orient, is treated of in nineteen lectures, and Rousseau, Pestalozzi, Froebel and Spencer will each be discussed in single lectures during the course. Mental Science in Relation to Education occupies a series of ten lectures, followed by six upon Moral Science in its educational bearings. These will be followed by five lectures upon the Theory and Practice of Teaching, and these again by nine upon School Hygiene. "When the teachers of this city," says the *Record*, "have listened to the last series, they will have their eyes opened widely to the enormity of the condition of schools and houses in Philadelphia."

THE "Complete School Charts" seem to find a good market at all seasons and in all kinds of weather. They deserve it upon their merits, and they have it all the more in certain parts of the Pennsylvania field, because Mr. William Riddle makes it a part of his business to sell them. He has placed four hundred sets in the schools of Lancaster county alone during the past year.

THE subject of Temperance-teaching in the common schools is attracting much attention. School Directors in not a few districts require such instruction to be given, at stated times, from a text-book regularly introduced, the same as in reading or arithmetic. This cannot but result in immense good to such communities. Drunkenness is one of the monster evils of our time; and intelligent instruction of youth as to the effect of the drinking habit—that their minds may be informed and their thoughts given a bias against it—is in the line of the Prussian maxim: "What you would have in the community you must put into the schools." At the late election of Superintendent in Mifflin county, the convention of School Directors adopted the following resolution, which merits the serious consideration of teachers and school officers in every community throughout the great State of Pennsylvania:

To the Honorable Senate and House of Representatives: Believing that prevention through the education of the children in regard to the effects of stimulants and narcotics upon the human system will be one great antidote for the vice of intemperance, we, the directors of the public schools of Mifflin county, in convention assembled, do respectfully urge that a law making mandatory such instruction in the public schools of this State be passed by the General Assembly of the Commonwealth.

WE spent a very pleasant evening recently at the commencement of the Strasburg high school. Mr. Chas. B. Keller, the head of these schools, after eight years of successful service, retiring from the principalship to engage in more lucrative employment, presented his last class for graduation. At the close of the regular programme, which was of an unusually interesting character, a young gentleman, representing fifty or more alumni of the school, stepped upon the stage, and in a few earnest words of grateful regard, presented a fine gold watch to his whilom teacher. It was interesting to note upon the platform during the evening four links in a chain of school descent—Dr. E. E. Higbee; Mr. J. P. McCaskey, one of his pupils of thirty or more years ago; Mr. Chas. B. Keller, a pupil under Mr. M. some twelve years since; and last in order of succession, Mr. K.'s graduating class, and the representatives of the alumni association of the school—and it was better still to feel that each found pleasure in recognizing good as having resulted from the past relation of teacher and pupil in the school-room.

THE prospect is good for a very large meeting of the National Association at Madison. The numerous committees are vigorously at work. The President, Thomas W. Bicknell, is bending all his energies to make this a red-letter meeting in the history of the Association, and he is a man who is not likely to stop short of a brilliant success. The officers of the Association have issued

a bulletin, giving information to members, which can be had by application to the *N. E. Journal of Education*, Boston. Any person connected in any way with education may become a member by signing the constitution and paying $2 to the treasurer. Those who wish entertainment at Madison will address J. H. Carpenter, Madison, Wisconsin. Rates, $2.50 to $10 at hotels; at private houses, $1. Tickets (round trip), good to August 31, will cost from Trenton, N. J., Newburg, and Port Jervis, $29.90; Philadelphia, or Wilmington, Del., $28.30; Baltimore or Washington, $27.40; Lancaster, $27.58; Harrisburg, $27.08; Williamsport, 26.89: Binghampton, N. Y., $25.85; Elmira or Corning, N. Y. $24.60; Rochester, $23.50; Buffalo, or Niagara Falls, $21.75; Wheeling, W. Va., $19.25, and other places at corresponding rates. Six-fifths of the single fare to Madison will give the round-trip fare; or if a ticket be purchased to Madison at full fare, a return ticket can be had at one-fifth of that rate.

THE Lancaster County Farmers' Institute, which is a new departure in the line of Institute work, will hold a two days' session in the court house in Lancaster, June 4th and 5th. Lectures, addresses, and the discussion of matters relating to farm life and practical farming, will occupy the attention of the Institute. Col. Victor E. Piolett will speak on "The Present and Past, as they Relate to American Farming;" Dr. Elwood Harvey on "The Horse, including his Proper Treatment in respect to Food, Drink, Stabling, Blanketing, Breaking, Teaching;" Willis P. Hazard, Esq, "High-priced Cows, the Cause of High Prices; will they Pay Farmers to own, of what Breeds; and the Principles of Selecting such;" Pres. Geo. W. Atherton, "Agricultural Education;" Prof. W. H. Jordan, "Commercial Fertilizers, etc." Secretary Thos. P. Edge, Dr. James Calder, and Prof. S. B. Heiges, will discuss general topics of great practical importance. Among other subjects to be presented are the following: Farmers' Holidays; The Influence of Agricultural Societies; Farmers' Homes and how to make them attractive; How to Plant and Manage an Orchard; Small Fruit and Market Gardening; Advantages of Creameries; Farm Economy: Should Farmers Interest Themselves in Public Affairs? Farmers' Wives, the Necessity of their Relief from overwork; Conditions for obtaining good Crops of Tobacco; Should the Elements of Agriculture be taught in the Public Schools in Farming Communities? How to keep Farmers' Sons on Farms; How to Manage a Farm, etc. The committee of arrangements are Messrs. Calvin Cooper, J. C. Linville, Henry M. Engle, J. P. Wickersham, Wm. H. Brosius, and John H. Landis.

RESULT OF THE RECENT ELECTIONS.

THERE are some features of the recent election of County Superintendents worthy of special notice. A very large majority of the old officers have been re-elected. This majority would have been still greater, had not several of our efficient Superintendents resigned to enter into other fields of educational activity. This of itself speaks well for the work which has been done, showing a degree of satisfaction upon the part of directors and people which must be very gratifying to the candidates elect, and which will, without doubt, inspire them to still greater efforts in their responsible work.

It is a pleasure also to notice in the various comments of the newspaper press that great stress has been placed upon the good Christian character and scholarship of the candidates. This is as it should be. It should be universally recognized that this office most especially demands such qualifications. To aid in superintending the work of *twenty-two thousand teachers, who have under their care nearly a million of boys and girls during the most plastic period of their lives*, is surely a work which calls for special consecration. He who is careless in regard to moral habits—who has no reverence for righteousness—no yearning for that love and wisdom which come from above—is poorly qualified to guide himself, much less to superintend schools. It is well, therefore, that the press and the people in every way force upon the attention of our directors the necessity of great prudence and truthfulness.

In two cases, during the last three years, the State Superintendent was most seriously criticised in his appointment to fill vacancies. He was even charged with acting arbitrarily, and under the trickery of party politicians. These charges, in every respect without foundation, were not noticed at the time, with the confident expectation that the propriety of the appointments would show itself in the work of those appointed. In these two cases, the men appointed were elected, one without a dissenting vote, and the other almost unanimously.

This is encouraging, when we consider that the chief considerations influencing their appointment were experience, scholarship and moral character.

Let us hope that the coming three years may be characterized by greater earnestness than ever before. Let us keep before our eyes the vast responsibilities which are entrusted to us, and be ready to render an account of our stewardship to men and to God without fear. Let us prove to the world the great power of our Common Schools, by the good fruit which our communities shall gather therefrom. Let the work be accredited from within, forcing the acknowledgment of its benign influence from the tens of thousands of fathers and mothers throughout this great Commonwealth.

LANGUAGE LESSONS.

TEACHING, to be effective, should be directly to the point. In this art, as in every other art, the measure of success is dependent upon the skill with which the means are adapted to the end. If we would teach an apprentice to handle a file or to work at a lathe, we do not begin by putting into his hands a treatise on the nature of steel and the mode of its manufacture, nor do we teach him the history of the steam engine that turns the lathe. Yet something like this we have been doing with our school children, with the avowed object of teaching them to speak and write their language correctly. Under the head of grammar, we have taught them the science of language, initiating them into the mysteries of its elements, burdening their memories with definitions and technical terms, and with formal rules of syntax, together with their exceptions, 1, 2, and 3, all for the purpose of correcting a few bad habits of speech, which owing to their unfavorable surroundings, they have had the misfortune to contract. The treatise on steel, and the history of the engine, are both useful to the apprentice at the proper time, and for the proper purpose. All knowledge which pertains, even indirectly, to his art or trade, is useful to him. So is grammar a useful study so far as it gives us a knowledge of the nature and the history of our wonderful medium of communication with one another. But as we teach the apprentice to use the file by showing him how—by taking the tool into his own hands, and explaining to him wherein he uses it wrongly—so the most effective way of teaching the child to use his language correctly is to set him the example and to point out to him his faults.

In langauge-teaching we have our best opportunity of copying the "natural method." We are not under the necessity, as in the case of arithmetic or history, of beginning at the beginning. We find the child when he first comes to us at six or seven years of age, already in the possession of the grammar of his language, and of an extensive vocabulary. A little observation enables us to discover the process by which he has obtained this knowledge from his associates. He has learned no rules, no definitions, no paradigms: he has simply learned words and their uses. He knows nothing of nouns, of adjectives, of adverbs: and yet he uses all the parts of speech in the main correctly. His very mistakes afford an illustration of the accuracy of his observation. Had he been surrounded only by those who spoke the language in its purity, he too would speak it with entire correctness. No child would contract a habit of saying "we was" if he had only heard used the correct "we were." "I seen," "he knowed," "has went," "hadn't ought," etc., etc., are irrefutable evidence that the speaker has grown up among associates who were guilty of these and of like grammatical solecisms.

An effectual cure of faults of speech—including bad pronunciation, bad grammar, vicious expressions of whatever sort—would be to remove the child, before his bad habits became inveterate, into a region where language was spoken in its purity. Since this is impossible, and since its practical equivalent, frequent intercourse with those whose language is correct, may not come until the habits have become too confirmed to be easily broken, the duty is imposed upon us as educators, of attempting what can be done by teaching specially directed to this end. "Language Lessons" are coming to be regarded as an essential part of the primary school course. We do not design, nor would it be feasible, to develop here a complete system of such teaching. We have wished merely to point out what should, as we conceive, be its principle and its guiding purpose. To be effective, the language lesson should be as simple and as artless as possible, entirely free from any tinge of technical grammar, directed wholly to the particular faults of speech of the pupils under instruction—faults which will vary with the locality—and leaving untouched what is already good. It should be

so designed as to afford the pupils the opportunities which they have lacked, and to counteract as far as possible what is vicious in their surroundings. Since the first use which the child makes of language—the principal use, indeed, which we all make of language—is in conversation, the teaching should be directed, at least in its beginning, entirely to oral language. Teach correct speaking, and correct writing will follow naturally.

In any system of language-teaching, the working out of the details must rest almost entirely with the teacher. General rules are all that can be given, and the first rule must be: So conduct your exercises that they may interest your children. Let your talking class—your Poll Parrot class, if you choose to give it some such name—be so conducted as to bring out all the conversational powers of your children. Encourage them to talk with perfect freedom, and always make your corrections in such a manner as not to wound their feelings.

CLOSER SUPERVISION.

IN the *Erie Dispatch* of May 14th, Mr. C. C. Taylor, a former County Superintendent of Erie county, urges that the County Superintendency be abolished at the expiration of the term for which an election has just been held, and that district or other closer supervision be substituted.

The necessity for this closer supervision has long been apparent to school men, and deputy superintendents for the larger counties have been suggested, the number of such assistants to the chief school officer in the county being determined by the number of schools under supervision. This forward step should be taken without unwise delay. The County Superintendency has been of incalculable value—the right arm of the system. We must not abolish, but strengthen it where it is weak. Xenophon said of the Persian empire when he accompanied Cyrus and his army of invasion: "It is strong in extent of territory and population, but weak in the great length of the roads to be traversed." So we are strong in territory and population, but our Superintendents are unable to get over the ground fast enough, and at the same time do thoroughly efficient work. Says Mr. Taylor:

Another election has just been held under the law creating the office of County School Superintendent. When the term for which these officers have just been elected expires, the office will have been in operation thirty-three years. At the time of its adoption, in 1854, we virtually had no school system. We had schools, but system was lacking. The aid rendered by the state at that time was not sufficient to secure recognition of the school laws in all of the districts of the State.

Under this state of affairs the law creating the office of county superintendent was about all the friends of our free schools, then so called, could reasonably ask for. It was one step. But after the lapse of one-third of a century, after the office has proven inadequate to the wants of the school system, and after the state aid has been increased to not less than one million dollars annually, are we not strong enough to take *another* step—one in advance of the County Superintendency?

The County Superintendency has done much good in its way, but its work of necessity has been surface work, only introductory to what our schools so much need—close and thorough supervision. County superintendents have been compelled to reverse the oft-repeated adage, and act upon the principle of not how *well*, but how *much*. The fault is in the office, and not in the officer.

In few cases can this officer be expected to visit all the schools of his county more than once during a term, and oftener than once a year, or less frequently. At his single visit he may, or may not, be aware that the school is in a ruinous condition. One short hour may not fully reveal the fact, and if it does his suggestions and directions to the teacher cannot be enforced, for after giving them he departs, not to return again during the turm.

The examination of teachers under the County Superintendency amounts almost to a farce. This may be considered an assertion without evidence. But for the evidence let us put these superintendents upon the witness stand. Ask them if in one day they can ascertain the qualifications of a class of from fifteen to fifty teachers satisfactorily to themselves? I am quite sure most of them would give a negative answer. Some one may ask, why not devote two days to each examination? I answer that it would be a violation of the school law regulating the duties of that office, and would occupy time that should be devoted to other duties of the office, if even surface work is done in all of its departments.

Thirty years have shown fully the inadequacy of the office to the wants of our schools. It ought to be abolished, and our schools placed under more thorough supervision, our teachers subjected to a more thorough and searching examination than it is possible for one man to give them over the entire territory of our large counties.

It is not the province of the writer to offer a substitute for this office. But to continue it beyond the incoming term is to acknowledge that our schools do not need supervision, or that the people are not able to pay for it. All of the eight millions of dollars expended annually in this State for school purposes cannot with profit be worked out inside the school rooms. To think so is only to be "penny wise and pound foolish."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, June, 1884.

THE Annual Examinations at the several State Normal Schools will take place this year as follows:

Kutztown, Mansfield, commencing at 9 a. m., Monday, May 26.

Bloomsburg, Edinboro, commencing at 9 a. m., Monday, June 2.

Shippensburg, California, commencing at 9 a. m., Monday, June 9.

West Chester, Lock Haven, commencing at 9 a. m., Monday, June 16.

Millersville, Indiana, commencing at 9 a. m., Monday, June 23.

The Principals of the several schools will attend the examinations as follows: Prof. Shaub at Kutztown; Prof. Raub at Mansfield; Prof. Schaeffer at Bloomsburg; Prof. Waller at West Chester; Prof. Philips at Edinboro'; Prof. Thomas at California; Prof. Cooper at Shippensburg; Prof. Noss at Lock Haven; Prof. Durling at Millersville, and Prof. Heiges at Indiana.

Superintendents Weiss and Ballentine will serve on the Board of Examiners at Kutztown; Superintendents Ryan and Riddell at Mansfield; Superintendents Foose and Wolverton at Bloomsburg; Superintendents Stewart and Leister at West Chester; Superintendents Streeter and Canon at Edinboro'; Superintendents Spindler and Ritenour at California; Superintendents Shearer and Barton at Shippensburg; Superintendents Dickson and Robb at Lock Haven; Superintendents Brecht and Williams at Millersville, and Superintendents Stockdill and Cochran at Indiana. All the Superintendents of the several Normal School Districts are official visitors under the law, and should be present at the proper examinations to witness and give advice concerning the proceedings. The expenses of the members of the Board of Examiners will be paid by the State. No one appointed as a member of the Board can be absent without securing the services of another person of the same class, to take the place of his own, and all such changes shall be subject to the approval of the Department. Each student must receive four affirmative votes out of five in order to graduate.

The following rules concerning the examinations will be in force: 1. The examination must be strictly private, no person being admitted except the members of the faculty, the Board of Trustees, and invited guests. 2. The voting must be done by ballot. 3. The result of the examinations must be announced by the president of the Board.

The order of the examinations will be as follows:

1. A careful written examination in the following branches: First—*Mathematics*, including Arithmetic, Algebra and Geometry. Second—*Natural Sciences*, including Natural Philosophy, Botany and Physiology. Third—*Language*, including Spelling, Reading, Grammar, Rhetoric and the elements of Latin. Fourth—*Historical Sciences*, including Geography, History of the United States and the Constitution of the United States. Fifth — *Professional Studies*, including Mental Philosophy, Methods of Instruction and School Economy.

2. A brief supplementary oral examination in the same branches.

3. A special examination in Drawing, Vocal Music and Book-keeping. No student who has not studied these branches to the extent required, and for the length of time named in the course of study, can graduate.

Normal School Principals are earnestly requested to make a thorough, personal, preliminary examination of the graduating classes, in their several schools, in all the studies of the course, and to drop all students not fully prepared, both in scholarship and teaching skill.

To facilitate these examinations, each school is requested to provide its class with a room furnished with desks, a blackboard upon which questions may be written, and a sufficient quantity of unruled paper in half sheets, about eight by ten inches in size, clasps for fastening the sheets together, and suitable pencils for writing.

The State Superintendent hopes to find at all the schools the minutes of the proceedings of the several Boards of Examiners which have held sessions at these schools, including complete lists of all graduates, both of the first and second degree, and of all persons receiving teachers' certificates.

E. E. HIGBEE,
Supt. Public Instruction.

ORGANIZATION OF NEW BOARDS.

THE Act of April 22, 1863, requires new school boards to organize "within ten days after the first Monday in June in each year." Their organization must take place, therefore, the present year, on or before the 12th of June. As it is important that the new boards should meet and organize promptly according to law, the old boards should fix a time for holding a meeting for the purpose, and give due notice to the directors elect.

Upon meeting for the purpose of organization, directors should first elect a *temporary* president and secretary, and proceed to ascertain who are members, by having read the election returns placed in the hands of the old board by the proper election officers. Disputed points concerning claims to seats must be disposed of. Questions arising out of tie votes must be settled. And when it is ascertained who are members, the board is ready to organize *permanently* by electing a president, a secretary, and a treasurer. Those having a right to vote under the temporary organization are the directors holding over and the persons duly notified of their election. Those entitled to vote in effecting the perma-

nent organization are the directors holding over and the persons found entitled to seats in the board by their election.

Among the items of business that should be attended to by the new boards on the day of their organization are the following:

1. Appoint persons to fill vacancies in the board, if any such vacancies exist.

2. Receive the annual report and certificate from the old board, whose duty it is to prepare these papers, attach the signature of the officers of the new board, and forward them to the proper County Superintendent for approval and transmission to this Department. *This duty should not be neglected.*

3. See that any moneys in the hands of the old treasurer come promptly into the hands of the new one.

4. Fix the time and place for holding the regular meetings of the board.

5. Decide whether the board will subscribe for *The School Journal* or not. A copy will be sent to the Secretary of each Board, by order of the Department of Public Instruction, but the law permits and encourages all Boards of Directors to subscribe for one copy for each member at the expense of the District. No Board can well afford to be without it.

SCHOOL OFFICERS.

THE salaries of County Superintendents, under the Act of 1878, are made to depend upon certain conditions, as the number of schools, etc., which cannot be ascertained until the annual district reports for the past year have all been received at the Department. The minimum and maximum salaries are, of course, fixed by law. When all are known accurately, the list will again be published with such slight corrections as may be necessary. In the meantime, it is gratifying to know that there has been no reduction, but rather an encouraging advance upon the figures of the last three years. As a matter of record, the entire list of school officers of the State, including the organization of the Department of Public Instruction, the Principals of the State Normal Schools, and the City, Borough and County Superintendents, is herewith given:

DEPARTMENT OF PUBLIC INSTRUCTION.

Superintendent Public Instruction—E. E. Higbee.

Deputy Superintendents—Henry Houck and John Q. Stewart.

Other Officers of Department—Geo. S. Jones, Financial Clerk; Jacob Heyser, Recording Clerk; A. J. Davis, Statistical Clerk; Joseph K. Bolton, Messenger.

STATE NORMAL SCHOOLS.

District.	*Principal.*	*Post-Office.*
First District	G. M. Philips	West Chester.
Second District	B. F. Shaub	Millersville.
Third District	N. C. Schaeffer	Kutztown.
Fifth District	D. C. Thomas	Mansfield.
Sixth District	D. J. Waller, Jr	Bloomsburg.
Seventh District	S. B. Heiges	Shippensburg.
Eighth District	A. N. Raub	Lock Haven.
Ninth District	L. H. Durling	Indiana.
Tenth District	T. B. Noss	California.
Twelfth District	J. A. Cooper	Edinboro'.

COUNTY SUPERINTENDENTS.

County.	*Name.*	*Post-Office.*
Adams	Aaron Sheely	Gettysburg.
Allegheny	John S. Johnston	Braddock.
Armstrong	G. C. Stockdill	Muff.
Beaver	J. S. Briggs	Beaver.
Bedford	John H. Cessna	Bedford.
Berks	David S. Keck	Kutztown.
Blair	John W. Lykens	Newry.
Bradford	G. W. Ryan	Towanda.
Bucks	W. W. Woodruff	Newtown.
Butler	William G. Russell	Petrolia.
Cambria	Lewis Strayer	Ebensburg.
Cameron	H. L. Pearsall	Driftwood.
Carbon	T. A. Snyder	Lehighton.
Centre	D. M. Wolf	Spring Mills.
Chester	Jacob W. Harvey	Unionville
Clarion	C. F. McNutt	Lamartine.
Clearfield	Math. Savage	Clearfield.
Clinton	I. L. McCloskey	Lock Haven.
Columbia	J. S. Grimes	Light Street.
Crawford	J. W. Sturdevant	Meadville.
Cumberland	S. B. Shearer	Shippensburg.
Dauphin	R. M. McNeal	Wiconisco.
Delaware	Albert B. Stewart	Ridley Park.
Elk	George R. Dixon	Ridgway.
Erie	J. M. Morrison	Girard.
Fayette	R. V. Ritenour	Falls City.
Forest	J. E. Hillard	Tionesta.
Franklin	H. A. Disert	Chambersburg.
Fulton	Joseph F. Barton	McConnellsburg.
Greene	J. S. Herrington	Kirby.
Huntingdon	M. G. Brumbaugh	Huntingdon.
Indiana	Wm. A. Cochran	Indiana.
Jefferson	J. H. Hughes	Brookville.
Juniata	Wilson E. Auman	Mifflintown.
Lackawanna	N. S. Davis	Clark's Green.
Lancaster	M. J. Brecht	Mount Joy.
Lawrence	J. R. Sherrard	New Castle.
Lebanon	W. B. Bodenhorn	Annville.
Lehigh	J. O. Knauss	Allentown.
Luzerne	J. M. Coughlin	Kingston.
Lycoming	C. S. Riddell	Muncy.
McKean	M. O. Campbell	Smethport.
Mercer	S. H. McCleery	Sheakleyville.
Mifflin	Walter L. Owens	Granville.
Monroe	A. A. Dinsmore	Stroudsburg.
Montgomery	R. F. Hoffecker	Norristown.
Montour	Frederick Ream	Danville.
Northampton	Joseph H. Werner	Chapman Quarries.
Northumberland	Wm. J. Wolverton	Sunbury.
Perry	E. U. Aumiller	Liverpool.
Pike	John A. Kipp	Newfoundland, Pa.
Potter	Anna Buckbee	Coudersport.
Schuylkill	George W. Weiss	Schuylkill Haven
Snyder	William H. Dill	Freeburg.
Somerset	J. C. Weller	Gebhart's.
Sullivan	J. P. Little	Laporte.
Susquehanna	Benton E. James	Auburn 4 Corners.
Tioga	M. F. Cass	Nelson.
Union	B. R. Johnson	Lewisburg.
Venango	George B. Lord	Pleasantville.
Warren	C. D. Arird	Youngsville.
Washington	Geo. A. Spindler	Washington.
Wayne	Jas. H. Kennedy	Pleasant Mount.
Westmoreland	George H. Hugus	Latrobe.
Wyoming	A. S. Keeler	Keelersburg.
York	D. G. Williams	York.

CITY AND BOROUGH SUPERINTENDENTS.

Allegheny	John Morrow	Allegheny.
Allentown	L. B. Landis	Allentown.
Altoona	D. S. Keith	Altoona.
Ashland	J. H. Michener	Ashland.
Beaver Falls	Martin L. Knight	Beaver Falls.
Bethlehem	G. W. Desh	Bethlehem.
Bradford	George F. Stone	Bradford.
Bristol	Tillie F. Booz	Bristol.
Carbondale	John J. Forbes	Carbondale.
Chester	Charles F. Foster	Chester.
Columbia	B. G. Ames	Columbia.
Corry	A. D. Colegrove	Corry.
Dunmore	L. R. Fowler	Dunmore.
Easton	Wm. W. Cottingham	Easton.
Erie	H. S. Jones	Erie.
Harrisburg	Lemuel O. Foose	Harrisburg.
Hazleton	David A. Harman	Hazleton.
Johnstown	T. B. Johnston	Johnstown.
Lancaster	R. K. Buehrle	Lancaster.
Lebanon	J. T. Nitrauer	Lebanon.
Lock Haven	John A. Robb	Lock Haven.
Mahanoy City	Wm. L. Ballentine	Mahanoy City
McKeesport	Charles M. Deane	McKeesport.
Meadville	Henry R. Roth	Meadville.
New Castle	W. N. Aiken	New Castle.
Norristown	Joseph K. Gotwals	Norristown.
Oil City	C. A. Babcock	Oil City.
Phœnixville	Harry F. Liester	Phœnixville.
Pittsburgh	George J. Luckey	Pittsburgh.
Pottsville	B. F. Patterson	Pottsville.
Scranton	Joseph Roney	Scranton.
Shamokin	William F. Harpel	Shamokin.
Sharon	J. W. Canon	Sharon.
Shenandoah	L. A. Freeman	Shenandoah.
Tamaqua	R. T. Ditchburn	Tamaqua.
Titusville	R. M. Streeter	Titusville.
West Chester	Sarah W. Starkweather	West Chester.
Williamsport	Samuel Transeau	Williamsport.
York	W. H. Shelley	York.

ITEMS FROM REPORTS.

BERKS.—Supt. Keck: Birdsboro will erect a four-roomed school-house this summer. It will have all the modern improvements.

BUTLER.—Supt. Murtland: Zelienople has commenced the erection of a new school building. From such an intelligent board an elegant building may be expected. Oakland will build three new houses. The efficient board is taking pains to construct them according to the most recently approved plans. The Prospect Classical Academy has a larger attendance than any other academy in the county. Profs. Crowe and Ricketts have won an enviable reputation. The school directors of the county have effected a permanent organization and will meet semi-annually.

CARBON.—Supt. Balliet: A course of study was prepared for the high schools a few years ago by the County Superintendent, at the completion of which diplomas are awarded. This course has raised the grade of scholarship of these schools. Classes will finish the course at Weatherly, Lehighton, East Mauch Chunk, Audenried, and Tresckow. All these schools are doing good work. The Weatherly high school, under the principalship of Mr. W. H. Rauch, is, taken all in all, the most promising school in the county. It has made remarkable progress within the last two years. The school board of Mauch Chunk, a year ago, combined the grammar school with the high school, in the interest of economy. This was a very unwise step, and has crippled the high school. The effects of it will be felt for years.

CLARION.—Supt. Anderson: All the schools of the county have closed, except those at Foxburg and East Brady; these will also close during May. Monroe and Perry will have a spring term. During the month I held six examinations for the elementary graduates, making eleven of these examinations in all; 143 candidates were examined, of whom 100 received diplomas. Misses Nannie Foster and Edna Brock, of East Brady, presented themselves for examination for a seal to their diplomas; both were successful. Night meetings were held on the days of examination. These meetings were well attended—standing room being often at a premium. Our thanks are especially due to Rev. Wilson of Callensburg, Prof. Elwood of St. Petersburg, and Prof. Deatrick of Rimersburg, for services rendered. Schools at St. Petersburg, Callensburg, Reidsburg, Clarion, and Rimersburg are all open, and well patronized by teachers and those expecting to become teachers. We heartily welcome Prof. Elwood and Prof. Deatrick into the ranks of Clarion county teachers.

CLEARFIELD.—Supt. McQuown: A number of new school buildings will be erected during the summer; among them a brick building in Curwensville which will cost $11,000.

CHESTER.—Supt. Harvey: Two of the schools of Schuylkill held entertainments and purchased an excellent organ each with the money thus raised, which was $107 by the Pickering school, and a little less by the other. At the close of the term this district held a commencement. The pupils were examined and diplomas awarded to such as had completed the prescribed course. The exercises were very interesting and largely attended. Dr. A. A. Pennypacker, president of the school board, two of the neighboring ministers, and the County Superintendent, addressed the children and the patrons present. If all the districts would do as this and a few others, that is, give common school diplomas to those pupils who complete the prescribed course, and then add a seal to this as each post-graduate completes one of the higher branches, it would do much to keep our large boys and girls in school.

FOREST.—In Jenks township a new school has been established at Reck's Mills. The Harmony board has secured a fine school-site at West Hickory, and will put up a handsome school-house on the same, in the early part of the summer. Mr. Orrion Siggins, of West Hickory, deserves honorable mention in connection with this action of the board. He has offered to build a good stone foundation in order that the board may be able to put as much money as possible into the superstructure. We expect to have a fine house there. A larger number of applicants appeared at the spring examinations than at any previous examination within the last three years.

JUNIATA.—Supt. Smith: All our schools, but the four in Mifflintown, are now closed. We have a number of very good subscription schools taught this summer by our best public school teachers. Preference is now given to these teachers, and those who are not qualified to pass a public school examination are regarded as really incompetent to teach. Public sentiment is right in this matter. No person can teach what he does not understand.

LACKAWANNA.—Supt. Brooks: The graded school building at Jermyn was destroyed by fire. Loss $8,000; insurance $5,700.

LYCOMING.—Supt. Riddell: During this month examinations were held for "common school diplomas." About thirty pupils passed a successful examination.

MCKEAN.—Supt. Campbell: The best evidence of progress in this county is that the two short terms have nearly passed out of existence. Only Armin, Ceres, Corydon, Liberty, Hamilton, Keating, and Sergeant are having short terms this summer. Our County Association met on the 18th and 19th of April. The attendance was good and the interest encouraging. The distinctive feature was the presence of Dep. Supt. Houck, who sustained his reputation for enthusiastic interest in the work.

MIFFLIN.—Supt. McClenahen: The Logan schools closed April 19th, with an entertainment in the afternoon. A number of the patrons and citizens were present. The exercises consisted of vocal music by the pupils, with violin accompaniment, dialogues, motion songs, declamations, etc., all of which were well rendered. The programme was fully carried out, part of it being repeated by request of the audience. The pupils conducted themselves well, everything passed off pleasantly, and all present were well pleased. The Logan schools have improved greatly within the last two years, thereby attesting the wisdom of retaining good teachers at any price.

MONTGOMERY.—Supt. Hoffecker: The second annual examination of the pupils who had completed the prescribed course of study in the Lower Providence schools, was held on Saturday, April 26th. Six pupils entered the class, and all passed a very creditable examination. The commencement exercises will be held May 8th. A handsome lithographed diploma, signed by the teachers, directors and County Superintendent, will be awarded to each of the graduates. This township is in advance of many other districts. Two other townships have a graded course of study, but no pupils have yet completed the full course. We feel quite sure that the impetus given by these townships will soon be felt in many other country districts.

POTTER.—Supt. Buckbee: The number of applicants for certificates in the series of examinations just held has been greater than ever before during my term of office. Of these, 27 per cent. have been rejected. A much greater proportion have read some work on teaching and take an educational paper than ever before. This we consider very encouraging.

SUSQUEHANNA.—Supt. James: The borough of Susquehanna has wisely abandoned the idea of rebuilding on the old foundation, mainly on account of its close proximity to the Erie machine shops. This, the largest borough of the county, needs two excellent buildings. Improved seating has been placed in all the schools of Franklin township. The last local gathering of teachers occurred in March at Springville. With the teachers at these institutes, actual work in class is the most popular feature. The new graded school at Springville has proved successful, although commencing late in the season. Two teachers of the county propose to apply for permanent certificates,—the first under the "new rules."

TIOGA.—Supt. Cass: The "Teachers' Association" held its annual meeting Feb. 29th and March 1st. We had a very enthusiastic meeting. The teachers are losing sight of high-sounding theories, and getting down to practical methods. Many valuable papers were read and fully discussed.

PITTSTON.—Supt. Conniff: A "division institute," composed of the teachers of this and surrounding districts, was held in Pittston, April 25th and 26th. Deputy Supt. Houck was present and addressed the teachers. Instruction was given by many other educators, including Messrs. Coughlin, Hibbs, Mullally, and Conlin, Dr. P. J. Hibbs and Miss Gillespie. Mr. Houck lectured on Friday evening in Phœnix Hall. The lecture received well merited praise from press and people. The only feature to be regretted was the failure of so many of our people to attend the meetings; but as a *teachers'* institute it was eminently successful.

YORK.—Supt. Shelley: A "kindergarten" will be established here next week. It will be in charge of Mrs. Anna B. Ogden, and will be conducted on Frœbel's principles. This is a direct result of the lectures of Prof. John Ogden before our people and teachers during the past month. We trust this will be only the first of a number of such schools to be organized here as a proper basis for the work of the primary schools.

PERMANENT CERTIFICATES GRANTED.

NO.	NAME.	COUNTY.
3613	*M. E. Taggart (Miss)	Venango.
3614	*W. F. Kyle	Blair.
3615	Michael J. Sweeney	Schuylkill.

* Papers made out and dated before the new law requiring examination papers to accompany applications went into effect.

NO.	NAME.	POST-OFFICE.	COUNTY.	ISSUED.
3616	Annie E. Earley .	Middletown .	Dauphin . .	Jan. 10.
3617	Tillie Buckingham	Middletown .	" . .	" "
3618	B. H. Brown . .	Hazleton . .	Luzerne . .	Jan. 19.
3619	Eliza Mears . . .	Hazleton . .	" . .	" "
3620	Annie Evans . . .	Lewisburg . .	Union . . .	" "
3621	Howard L. Reber.	Strausstown .	Berks . . .	" "
3622	M. Ella Andrews .	Forks	Columbia .	Feb. 2.
3623	Ella G. Beacom .	Canonsburg .	Washington	" 11.
3624	John W. Hoch . .	KellyX Roads	Union . . .	Mar. 8.
3625	Celia A. Gable . .	Lancaster . .	Lancaster .	" "
3626	Charles E. Helm .	Providence . .	" .	" "
3627	H. E. Gehman . .	Hinkletown .	" .	" "
3628	E. T. Carroll . .	Geneva . . .	Crawford .	" "
3629	T. M. Morrison .	Townville . .	" .	" "
3630	Edward T. Mason.	Conneautville.	" .	" "

BOOK NOTICES.

OUTLINE LESSONS ON GOVERNMENT. *Designed for Common Schools, and accompanied by a System of Diagrams. By W. L. Thatcher. Pp. 211. Wilkesbarre, Pa.: E. B. Fordy, Publisher, 1884.*

We have given this work a very thorough examination, and regard its whole arrangement and treatment as admirable. How strange it is that in so many of our schools geography and history are made to exclude a proper knowledge of our National, State, County, and Township government, and on this account come to be, to a great extent, for the child, a mass of memorized detail, useless because only formal and without meaning! How many children can glibly run over the counties of this Commonwealth, bounding each one with accuracy, without knowing what a county is, or even what constitutes a State? How many youngsters can rattle off the capitals of the world, without any clear sense of what a capital is? How many precocious youth can name for you the Presidents and Governors, etc., etc., without any comprehension whatever of the meaning of these officers? On this account we call the careful attention of educators to this small, but valuable work of Mr. Thatcher. Its study will serve to do away with the careless method of instruction referred to above, and give to the student some proper sense of the civil and social life surrounding him, and fit him to *know* when he sees and reads. E. E. H.

MARGARET FULLER OSSOLI. *By Thomas Wentworth Higginson. Pp. 318. Boston: Houghton, Mifflin & Company. 1884.*

The memoirs of an earnest life—a life spent not upon self, but above it and mere worldliness—not frivolous, but recognizing through each passing day the claims of the eternal, cannot but be of great service to one who will deign to read and ponder. No one can rise from the perusal of the Memoirs of Margaret Fuller Ossoli, by Thomas Wentworth Higginson, without acknowledging this. His sense of the dignity of human life is quickened. He recognizes the meaning and worth of a noble woman, who from earliest youth set aside the ordinary, empty triflings of the social world, and recognized the solemn necessity of some high vocation in which she could devote herself to humanity, and to God. Margaret Fuller had high attainments, it is true; but how many allow such attainments to rust, for want of proper concentration in the way of use? How many shut themselves out from the world because, forsooth, they are women, and think that their sphere is to be passive rather than active? A profound lesson, of immense value to our present age, can be gathered from this admirably written work. It should be carefully read, by our young ladies especially, as an inspiration to higher conceptions of duty and of life.

A SHORT COURSE IN CHEMISTRY. *By Thomas R. Baker, Ph.D., Professor in Millersville Normal School. Pp. 152. Lancaster, Pa.: Normal Publishing Co. Price $1.00.*

The study of any science, to be made interesting, and therefore really profitable, must present the subject directly to the senses. Writers of recent text-books, on Chemistry in particular, have recognized this fact, and as a result, give us much better books. The author of this "Short Course in Chemistry" is happy in avoiding technical terms and labored explanations that are likely to mislead or confuse. He presents his subject briefly and sharply, as only a practical teacher can. The book is well calculated for laboratory work, giving a large number and variety of experiments, and clear and explicit directions for performing them. The course embraced here is sufficient for physicians and others who do not intend to become chemists, while it is a useful introduction to a more thorough course for the latter. It belongs also to the class of "thin books," strongly endorsed by so many good teachers.

OUR FAMOUS WOMEN. *Comprising the Lives and Deeds of American Women, Distinguished in Art, Science, Literature, Education, the Drama, etc. By Twenty Authors. Illustrated. Pp.: 715. Hartford, Conn.: A. D. Worthington & Co. Sold only by Subscription.*

These *are* famous women, among the most gifted, the most useful, and the best in our country's history. In the varied fields of authorship, editorial work, the dramatic art, and philanthropic effort, the record of woman's work, as here presented by earnest women, is of absorbing interest. Arranged in alphabetical order, the list of familiar names is as follows: Louisa May Alcott, Susan B. Anthony, Catherine E. Beecher, Clara Barton, Mary Louise Booth, the Doctors Blackwell, Frances Hodgson Burnett, Rose Terry Cooke, Charlotte Cushman, Lydia Maria Child, Mary Clemmer, Mary Mapes Dodge, Margaret Fuller, Abby Hopper Gibbons, Julia Ward Howe, Clara Louise Kellogg, Mary A. Livermore, Lucy Larcom, Maria Mitchell, Lucretia Mott, Louise Chandler Moulton, Harriet Prescott Spofford, Elizabeth Prentiss, Elizabeth Stuart Phelps, Harriet Beecher Stowe, Elizabeth Cady Stanton, Mary Virginia Terhune, Mrs. A. D. T. Whitney, Anne Whitney, and Frances E. Willard. Good names they are, yet who among them all should not stand reverent, as in the presence of a deeper soul, before Hannah, the wife of Elkanah, or, it may be, Roxanna Foote?

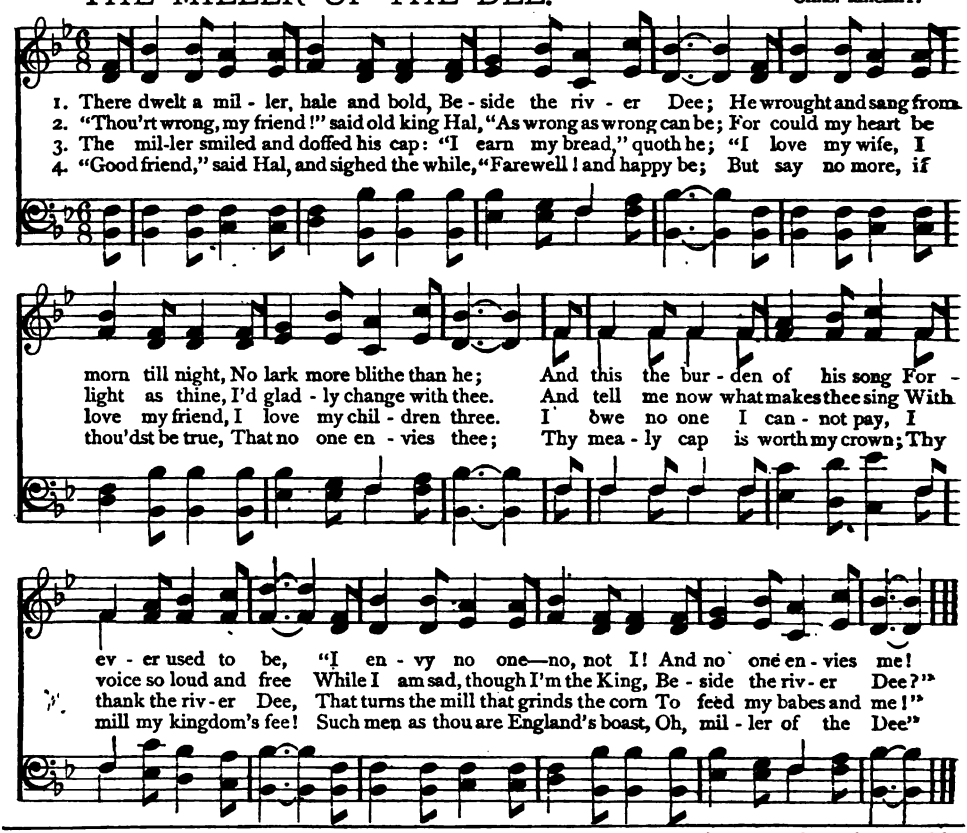
KELLERMAN'S PLANT ANALYSIS. *A Classified List of the Wild Flowers of the Northern United States, with Keys for Analysis and Identification. By Prof W. A. Kellerman, of the Kansas State Agricultural College, author of "The Elements of Botany." Many Illustrations. Philadelphia: John E. Potter & Co. Price, $1.00.*

This book is intended, primarily, as a companion volume to Kellerman's "Elements of Botany," but the Analytical Keys have been prefaced by enough Descriptive Botany to render it complete in itself, so that it may be used satisfactorily even by those who have no preliminary knowledge of the subject. The keys to families and the keys to genera and species, are arranged throughout on a plan which selects marked distinctions between plants for comparison, rejects all non-essential descriptions, avoids unnecessary repetition, and condenses into very modest dimensions the practical department of the book. Having had more *enjoyment* from our Botanical text-books than from those in any other line of study, unless it be Astronomy, we take up a new one with no little interest. The list of good books here is in little danger of growing too long, and the student of plants familiar with Wood and Gray, will find pleasure in making the acquaintance of Kellerman.

TO RELIGION, music owes indeed a threefold homage. First, the earliest authentic records which we have in the history of music, as it now is, are records in the history of church music; so that music, as an art, began in the church. Second, the greatest workers in the realm of music, and a large majority of all the workers in that realm, have been earnest Christian men, influenced, and to a great extent controlled, by a strong religious zeal. Third, the subjects which have inspired the masterpieces of the classics, are themes taken from the Christian's guide-book, the Bible. Although the ancient Egyptians, Greeks and Romans had both vocal and instrumental music, yet, as Mr. Hunt says in his concise History of Music, "It is not until the fourth century after Christ, that the actual history of music as a separate art begins." Not only did it have its beginning in the Christian era, but it received its first tangible and permanent mold from zealous Christian men. They not only, as Choran says, "transmitted to us *all* the ancient practical music, with which we are acquainted," but they built upon this the foundation upon which the present superstructure stands. How long might music have languished and remained rude and uncultivated if there had not arisen such zealous Christian workers as Pope Sylvester, St. Ambrose, St. Gregory and Guido Aretina! The greatest composers of music, and those who have done most for the art, have been men of deep religious feeling, earnestly laboring to render their best service to a God whom they not only loved, but whom they believed to demand of them ten more talents for the talents he had lent. Under the influence of religious zeal a man will accomplish more than under any other impulse. Can we think of the author of "The Messiah" as any other than a religious man? Moore says, in his Encyclopedia, "Haydn was very religious; it may even be said that, through his firm faith in the truths of religion, his talent was increased." The commencement of all his scores was inscribed with some of the following mottoes: "In Nomine Domini," (In the name of the Lord) or "Soli Deo Gloria," (To God alone be glory) and, at the end of all of them, "Laus Deo." (Paise to God). He himself said: "When I was working on 'The Creation,' I felt myself so penetrated with religion, that, before I sat down to my piano, I prayed confidently to God to give me the talent requisite to praise him worthily." Of Mendelssohn, Lampadius says: "To speak out in a single word what was the most salient feature of his character, he was a Christian in the fullest sense." But, after all, the subject which the composer chooses, the theme, is often a fountain of inspiration. How could Haydn have written so grandly if he had not for a subject "The Creation?" What characters for grandeur are Elijah and St. Paul? What could have inspired Handel like "The Messiah," or upon what other theme could he have heard angelic hosts shouting "Hallelujah, hallelujah!" We need but mention such subjects as the Masses (for example, Beethoven's Mass in D), and the grandest and most sublime of all music, Bach's "Passion Music," "which will endure unto the end of time," to show what great, almost heavenly power, is drawn forth by religious subjects.—*More.*

THE MILLER OF THE DEE.

CHAS. MACKAY.



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